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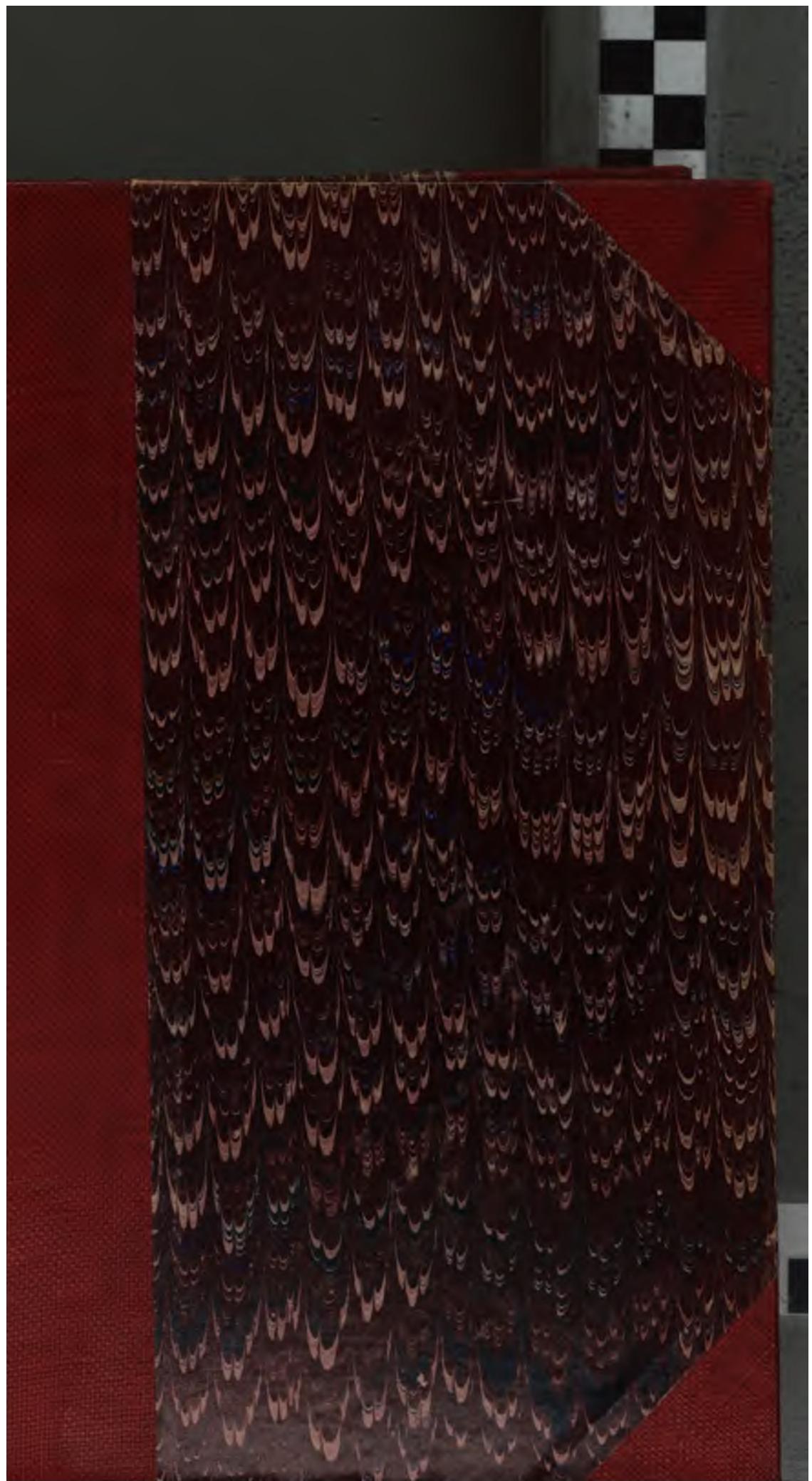
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SIXTIETH ANNUAL REPORT  
OF  
THE TRUSTEES  
OF THE  
PERKINS INSTITUTION

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1891.

---

BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS.  
18 Post Office Square.  
1892.

Entered











SIXTIETH ANNUAL REPORT

THE TRUSTEES

OF THE

PERKINS INSTITUTION

1892.

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1891.

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BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 Post Office Square.  
1892.





SIXTIETH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1891.

BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1892.



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# Commonwealth of Massachusetts.

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PRAKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.  
SOUTH BOSTON, Nov. 27, 1891.

To the Hon. W<sup>m</sup>. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixtieth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,  
*Secretary.*

## OFFICERS OF THE CORPORATION

1891-92.

---

SAMUEL ELIOT, LL.D., *President.*  
JOHN CUMMINGS, *Vice-President.*  
EDWARD JACKSON, *Treasurer.*  
M. ANAGNOS, *Secretary.*

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THOMAS F. TEMPLE.

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GEORGE W. WALES.

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### STANDING COMMITTEES.

#### Monthly Visiting Committee,

*whose duty it is to visit and inspect the Institution at least once in each month.*

1892.

January, . . . . . EDWARD BROOKS.  
February, . . . . . J. S. DWIGHT.  
March, . . . . . W. ENDICOTT, Jr.  
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1892.

July, . . . . . E. N. PERKINS.  
August, . . . . . W. L. RICHARDSON.  
September, . . . . L. SALTONSTALL.  
October, . . . . T. F. TEMPLE.  
November, . . . . S. L. THORNDIKE.  
December, . . . . G. W. WALES.

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EDWARD BROOKS.

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E. N. PERKINS.  
G. W. WALES.  
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#### Committee on Finance.

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W. ENDICOTT, Jr.  
W. L. RICHARDSON, M.D.  
T. F. TEMPLE.

#### Committee on Health.

J. T. HEARD, M.D.  
W. L. RICHARDSON, M.D.  
T. F. TEMPLE.

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#### Auditors of Accounts.

J. T. HEARD, M.D.  
S. L. THORNDIKE.

## OFFICERS OF THE INSTITUTION.

### DIRECTOR.

M. A N A G N O S.

### MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

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Miss MARY HOWARD.

Miss CARRIE E. McMASTER.

Miss JULIA A. BOYLAN.

Miss M. CAROLINE EMERY.

Miss HARRIET M. MARKHAM, *Special Teacher to EDITH THOMAS.*

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ELMER S. HOSMER.

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GEORGE E. HART, *Tuner.*

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Mrs. L. S. SMITH.

Miss BESSIE WOOD.

Mrs. SOPHIA C. HOPKINS.

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Mrs. LIZZIE L. TALBOT, *Printer.*

Miss LITA WESTON, *Printer.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

## MEMBERS OF THE CORPORATION.

---

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.	Baldwin, William H., Boston.
Adams, Waldo, Boston.	Balfour, Miss Mary D., Charlestown.
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	Binney, William, Providence.

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| Lawrence, Rev. Wm., Cambridge.      | Matthews, Miss Annie B., Boston.     |
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| Linzee, Miss Susan I., Boston.      | Merriam, Mrs. Charles, Boston.       |
| Littell, Miss S. G., Brookline.     | Merriam, Mrs. D., Boston.            |
| Littlefield, Hon. A. H., Pawtucket. | Metcalf, Jesse, Providence.          |
| Lodge, Mrs. Anna C., Boston.        | Meyer, Mrs. George von L., Boston.   |
| Lodge, Henry C., Boston.            | Minot, Francis, M.D., Boston.        |
| Long, W. H., Charlestown.           | Minot, George R., Boston.            |
| Longfellow, Miss Alice M., Cam-     | Minot, J. Grafton, Boston.           |
| bridge.                             | Minot, The Misses, Boston.           |
| Loring, Mrs. W. Caleb, Boston.      | Minot, William, Boston.              |
| Lothrop, John, Auburndale.          | Mixer, Miss Madeleine C., Boston.    |
| Lovett, George L., Boston.          | Montgomery, William, Boston.         |
| Lowell, Abbott Lawrence, Boston.    | Morgan, Eustis C., Saco, Me.         |
| Lowell, Miss Amy, Boston.           | Morrill, Charles J., Boston.         |
| Lowell, Augustus, Boston.           | Morse, Mrs. Leopold, Boston.         |
| Lowell, Miss A. C., Boston.         | Morse, Miss Margaret F., Jamaica     |
| Lowell, Francis C., Boston.         | Plain.                               |
| Lowell, Mrs. George G., Boston.     | Morse, S. T., Boston.                |
| Lowell, Mrs. John, Boston.          | Morss, A. S., Charlestown.           |
| Lowell, Miss Lucy, Boston.          | Morton, Edwin, Boston.               |
| Luce, Matthew, Boston.              | Motley, Edward, Boston.              |
| Lyman, Arthur T., Boston.           | Moulton, Miss Maria C., Boston.      |
| Lyman, J. P., Boston.               | Neal, George B., Boston.             |
| Lyman, Theodore, Brookline.         | Nevins, David, Boston                |
| McAuslan, John, Providence.         | Newell, Mrs. M. Abbie, Boston.       |
| Mack, Thomas, Boston.               | Nichols, J. Howard, Boston.          |
| Mackay, Mrs. Frances M., Cam-       | Nichols, R. C., Boston.              |
| bridge.                             | Nickerson, Andrew, Boston.           |
| Macullar, Addison, Boston.          | Nickerson, George, Jamaica Plain.    |
| Manning, Mrs. Mary W., Brook-       | Nickerson, Miss Priscilla, Boston.   |
| lyn, N. Y.                          | Nickerson, S. D., Boston.            |

- Norcross, Grenville H., Boston.  
 Norcross, Miss Laura, Boston.  
 Norcross, Mrs. Otis, Jr., Boston.  
 Noyes, Hon. Charles J., Boston.  
 Ober, Louis P., Boston.  
 Osgood, John Felt, Boston.  
 Osborn, John T., Boston.  
 Owen, George, Providence.  
 Paine, Mrs. Julia B., Boston.  
 Paine, Robert Treat, Boston.  
 Palfrey, J. C., Boston.  
 Palmer, John S., Providence.  
 Parker, Mrs. E. P., Boston.  
 Parker, E. Francis, Boston.  
 Parker, Henry G., Boston.  
 Parker, Richard T., Boston.  
 Parkinson, John, Boston.  
 Parkinson, Mrs. John, Boston.  
 Parkman, Francis, Boston.  
 Parkman, George F., Boston.  
 Parkman, John, Boston.  
 Parsons, Thomas, Chelsea.  
 Payson, S. R., Boston.  
 Peabody, Rev. A. P., D.D., Cambridge.  
 Peabody, Rev. Endicott, Groton.  
 Peabody, F. H., Boston  
 Peabody, O. W., Milton.  
 Peabody, Mrs. Robert S., Brookline.  
 Peabody, S. E., Boston.  
 Pearson, Miss Abby W., Boston.  
 Perkins, Mrs. C. E., Boston.  
 Perkins, Edward N., Jamaica Plain.  
 Perkins, Mrs. Richard, Boston.  
 Peters, Edward D., Boston.  
 Phillips, Mrs. John C., Boston.  
 Pickman, Mrs. D. L., Boston.  
 Pickman, Mrs. W. D., Boston.  
 Pierce, Hon. H. L., Boston.  
 Pierson, Mrs. Mary E., Windsor,  
     Conn.  
 Potter, Isaac M., Providence.  
 Potter, Mrs. Sarah, Providence.  
 Pratt, Elliott W., Boston.  
 Pratt, Mrs. Sarah M., Boston.  
 Prendergast, J. M., Boston.  
 Quincy, George Henry, Boston.  
 Rantoul, Miss Hannah L., Beverly.  
 Reardon, Dennis A., Boston.  
 Reynolds, Walter H., Boston.  
 Rice, Hon. A. H., Boston.  
 Rice, Fitz James, Providence.  
 Rice, Mrs. H. A., Boston.  
 Richards, Mrs. Cornelia W., Boston.  
 Richards, Miss Elise, Boston.  
 Richards, Mrs. Laura E., Gardiner,  
     Me.  
 Richardson, John, Boston.  
 Richardson, Mrs. M. R., Boston.  
 Richardson, William L., M.D.,  
     Boston.  
 Robbins, Royal E., Boston.  
 Robeson, W. R., Boston.  
 Robinson, Henry, Reading.  
 Rodman, S. W., Boston.  
 Rodocanachi, J. M., Boston.  
 Rogers, Miss Clara B., Boston.  
 Rogers, Miss Flora E., New York.  
 Rogers, Henry M., Boston.  
 Rogers, Jacob C., Boston.  
 Rogers, Mrs. William B., Boston.  
 Ropes, John C., Boston.  
 Ropes, Joseph S., Boston.  
 Rotch, Mrs. Benjamin S., Boston.  
 Rotch, Miss Edith, Boston.  
 Russell, Henry G., Providence.  
 Russell, Mrs. Henry G., Providence.  
 Russell, Henry S., Boston.  
 Russell, Miss Marian, Boston.  
 Saltonstall, Henry, Boston.  
 Saltonstall, Hon. Leverett, Newton.  
 Saltonstall, Mrs. Leverett, Newton.  
 Sampson, George, Boston.  
 Sanborn, Frank B., Concord.  
 Sayles, F. C., Pawtucket, R. I.  
 Sayles, W. F., Pawtucket, R. I.  
 Schlesinger, Barthold, Boston.  
 Schlesinger, Sebastian B., Boston.  
 Sears, David, Boston.  
 Sears, Mrs. Fred. R., Jr., Boston.  
 Sears, Frederick R., Boston.  
 Sears, Mrs. Knynet W., Boston.

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|---|---|
| Sears, Mrs. P. H., Boston.                    | Thayer, Mrs. Harriet L., Boston.          |
| Sears, Mrs. S. P., Boston.                    | Thayer, Mrs. Nathaniel, Boston.           |
| Sears, Willard T., Boston.                    | Thorndike, Mrs. Delia D., Boston.         |
| Sharpe, L., Providence.                       | Thorndike, S. Lothrop, Cambridge.         |
| Shattuck, Mrs. George C., Boston.             | Ticknor, Miss A. E., Boston.              |
| Shaw, Mrs. G. Howland, Boston.                | Tilden, Mrs. M. Louise, Milton.           |
| Shaw, Henry S., Boston.                       | Tilton, Mrs. W. S., Newtonville.          |
| Shaw, Quincy A., Boston.                      | Tingley, S. H., Providence.               |
| Shepard, Mrs. E. A., Providence.              | Tolman, Joseph C., Hanover.               |
| Shepard, Mrs. T. P., Providence.              | Torrey, Miss A. D., Boston.               |
| Sherwood, Mrs. John H., New<br>York City.     | Townsend, Miss Sophia T., Boston.         |
| Sherwood, W. H., Boston.                      | Troup, John E., Providence.               |
| Shippen, Rev. R. R., Washington.              | Turner, Miss Abby W., Randolph.           |
| Sigourney, Mrs. Henry, Boston.                | Turner, Miss Alice M., Randolph.          |
| Silsbee, Mrs. M. C. D., Boston.               | Turner, Miss Ellen J., Boston.            |
| Simpkins, Mrs. John, Jamaica Plain.           | Turner, Mrs. M. A., Providence.           |
| Slater, H. N., Jr., Providence.               | Underwood, F. H., Boston.                 |
| Slocum, Mrs. W. II., Jamaica Plain.           | Upton, George B., Boston.                 |
| Snelling, Samuel G., Boston.                  | Villard, Mrs. Henry, New York.            |
| Sohier, Miss E. D., Boston.                   | Wainwright, Miss R. P., Boston.           |
| Spaulding, J. P., Boston.                     | Wales, George W., Boston.                 |
| Spencer, Henry F., Boston.                    | Wales, Mrs. George W., Boston.            |
| Sprague, F. P., M.D., Boston.                 | Wales, Joseph H., Boston.                 |
| Sprague, S. S., Providence.                   | Wales, Miss Mary Anne, Boston.            |
| Stanwood, Edward, Brookline.                  | Ward, Rev. Julius H., Boston.             |
| Stearns, Charles II., Brookline.              | Warden, Erskine, Waltham.                 |
| Stewart, Mrs. C. B., Boston.                  | Ware, Mrs. Charles E., Boston.            |
| Sturgis, Francis S., Boston.                  | Ware, Miss M. L., Boston.                 |
| Sullivan, Richard, Boston.                    | Warren, J. G., Providence.                |
| Swan, Mrs. Sarah H., Cambridge.               | Warren, Mrs. J. Sullivan, Boston.         |
| Swan, Robert, Dorchester.                     | Warren, Mrs. Wm. W., Boston.              |
| Swan, Mrs. Robert, Dorchester.                | Washburn, Hon. J. D., Worcester.          |
| Sweetser, Mrs. Anne M., Boston.               | Waterston, Mrs. R. C., Boston.            |
| Taggard, B. W., Boston.                       | Watson, Miss E. S., Weymouth.             |
| Taggard, Mrs. B. W., Boston.                  | Watson, T. A., Weymouth.                  |
| Talbot, Mrs. Isabella W., North<br>Billerica. | Webster, Mrs. John G., Boston.            |
| Tapley, Mrs. Amos P., Boston.                 | Weeks, A. G., Boston.                     |
| Tappan, Miss Mary A., Boston.                 | Welch, E. R., Boston.                     |
| Tarbell, George G., M.D., Boston.             | Weld, Otis E., Boston.                    |
| Temple, Thomas F., Boston.                    | Weld, R. H., Boston.                      |
| Thaxter, Joseph B., Hingham.                  | Weld, Mrs. W. F., Boston.                 |
| Thayer, Miss Adele G., Boston.                | Weld, W. G., Boston.                      |
| Thayer, Miss A. G., Andover.                  | Wells, Mrs. Elizabeth S., Boston.         |
| Thayer, Rev. George A., Cincinnati.           | Wesson, J. L., Boston.                    |
|   | Wheeler, Nathaniel, Bridgewater,<br>Conn. |

- Wheelock, Miss Lucy, Boston.  
Wheelwright, A. C., Boston.  
Wheelwright, John W., Boston.  
White, C. J., Cambridge.  
White, Charles T., Boston.  
White, Mrs. Charles T., Boston.  
White, G. A., Boston.  
White, Joseph A., Framingham.  
Whitehead, Miss Mary, West Somerville.  
Whitford, George W., Providence.  
Whiting, Ebenezer, Boston.  
Whitman, Mrs. Sarah W., Boston.  
Whitney, Miss Anne, Boston.  
Whitney, Edward, Belmont.  
Whitney, E., Boston.  
Whitney, Henry M., Brookline.  
Whitney, Mrs., Boston.  
Whitney, Miss Sarah A., Boston.  
Whitney, Miss Sarah W., Boston.  
Whitwell, S. Horatio, Boston.
- Whitwell, Miss S. L., Boston.  
Wigglesworth, Edward M.D., Boston.  
Wigglesworth, Thomas, Boston.  
Wightman, W. B., Providence.  
Williams, Miss Louise H., Boston.  
Wilson, Mrs. Maria Gill, Newtonville.  
Winslow, Mrs. George, Roxbury.  
Winsor, J. B., Providence.  
Winthrop, Hon. Robert C., Boston.  
Winthrop, Mrs. Robert C., Boston.  
Winthrop, Mrs. Thomas L., Boston.  
Wolcott, Mrs. J. H., Boston.  
Woleott, Roger, Boston.  
Woodruff, Thomas T., Boston.  
Woods, Henry, Boston.  
Worthington, Roland, Roxbury.  
Young, Mrs. Benjamin L., Boston.  
Young, Charles L., Boston.

## SYNOPSIS OF THE PROCEEDINGS

OF THE

## ANNUAL MEETING OF THE CORPORATION.

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SOUTH BOSTON, Oct. 14, 1891.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

*President* — Samuel Eliot, LL.D.

*Vice-President* — John Cummings.

*Treasurer* — Edward Jackson.

*Secretary* — M. Anagnos.

*Trustees* — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

Mr. Henry Endicott was elected auditor of the treasurer's accounts in place of Amos T. Frothingham, deceased.

The name of Rev. Christopher Rhoades Eliot of Dorchester was afterwards added to the list of the members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,  
*Secretary.*

REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Oct. 1, 1891.

*TO THE MEMBERS OF THE CORPORATION.*

GENTLEMEN AND LADIES:—We respectfully submit to you, and, through you, to the legislature of this commonwealth, the sixtieth annual report of the institution under our charge, for the year ending Sept. 30, 1891.

All matters relating to the pupils of the kindergarten will be separately treated under that head.

The restoration of our excellent director, Michael Anagnos, after a year wisely spent abroad, to his normal state of health and strength, has happily enabled him to perform the multifarious and difficult duties of his responsible office with all the zeal and assiduity, the wisdom and efficiency, which have been characteristic of his whole connection with the institution. His spirit has been felt throughout the year in all its quickening, shaping and uplifting energy. Indeed, the year has been, in many respects, the most prosperous in the history of the institution. The attendance has been regular; the school-rooms have been

comfortably filled; a feeling of harmony and good will has prevailed throughout the establishment, and its various departments have been scenes of earnest work and honorable effort on the part of those connected with it either as instructors or learners.

The total number of blind persons connected with the institution at the end of the financial year Sept. 30, 1891, was 208. Of these, 151 belonged to the parent school at South Boston, 36 to the kindergarten for little sightless children in Jamaica Plain, and 21 to the workshop for adults.

The health of the members of our six households has been exceedingly good. There has been no death, no very serious case of illness. With the exception of two cases of severe whooping-cough among the boys of the parent institution in the winter months, and three mild cases of scarlatina in the cottages for girls, from all of which the victims recovered speedily, our pupils have enjoyed perfect immunity from dreaded forms of illness. (The few cases which have occurred in the kindergarten will be mentioned under that head.)

## 2. THE SCHOOL.

The Perkins Institution is a school. It is not a charity, not an asylum, not merely nor mainly a shelter. Its central thought, its aim, its work, is educational. Education, in the most gener-

ous, complete, progressive sense, is its ideal. It studies and it labors to educate the blind, to make good in them so far as possible the loss of sight by such a quickening and harmonious development of the remaining senses and of all the faculties, physical, moral, intellectual, ideal and artistic even, as shall enable them to compete to fair advantage in the struggle for true life and standing in the world.

The scheme of education in our school has from the first been large and liberal and many-sided. Its problem has been to do justice to the whole nature of the pupil. Wholesome diet, clean and orderly habits, regular exercise and physical training on a judicious and progressive system, with one well-equipped gymnasium for the boys and another for the girls, with continual introduction of improved new methods, and latterly opening the way from exercise to use, by employing the hands in the use of tools and the practice of mechanic arts,—this is the foundation on which the whole culture rests. The fruit may be seen, as we said a year ago, in the bright, healthful faces, and the natural and easy carriage of the pupils.

With this, and largely through this, moral culture and good manners, cheerful ways of willing mutual service, obedience to teachers, habits of industry, both physical and mental, and a gain of self-respect, have been manifest with very few exceptions.

The work of our gymnasium, the whole physical training, and especially the practice of manual constructive industry, after the Sloyd system, have been carried farther this year than ever before. They will be carried still farther when the important addition to the main building, now in progress, shall be completed, offering much more room and many new conveniences. Of this a description will come later.

On such sound physical and moral training the intellectual discipline has rested and has kept on *pari passu*. It has been practical, enlarging to the mind, far-reaching, teaching the pupil to think,—to think for himself and know things experimentally. Lessons are not recited in the parrot way, mechanically and by rote. The meaning is required, and in the simplest language. The field of studies is wide and comprehensive, and the bounds of the curriculum are continually extended, yet in no vain, ambitious and pretentious way. The practical branches are made sure of first: reading from raised letters or from the Braille points, writing, spelling and arithmetic. Carelessness in spelling,—a tempting habit to quick finger-readers,—which cost some withholding of diplomas a few years since, has now been effectually cured. Arithmetic is very much a mental process with the blind, although they have their slates and types for the working out of larger problems. Early attention, too, is paid to any special branches

for which the blind have a peculiar aptitude, especially music, and which may be indispensable to the self-supporting power of the pupil when he comes out into the busy world. "In geography," as we have often said before, "these pupils are notably proficient, picking out from dissecting maps, countries and places as they are called for, describing their distinctive features, physical, political and social, their topography and climates, and telling the capitals of states and kingdoms with quick certainty." Whoever has attended one of our annual "commencements" must have noticed that a habit of distinct, clear, well-modulated utterance prevails in all their reading aloud, their declamation and recital. Higher themes of study, such as philosophy, poetry, history and ethics, find a place in the course, where pupils are found receptive. There is always one select class or more in literary history, in which the pupil's critical and analytic power is drawn upon to some extent.

As to the important, the almost central place which music occupies in the life and education of the blind, it is needless to repeat or amplify what has been said over and over in these annual reports. Suffice it to say that the instruction has been carried on as earnestly and wisely, as thoroughly and lovingly as ever, under the same devoted, admirable teachers, with Mr. Thomas Reeves, himself blind, at their head, assisted by

an efficient corps of seeing music-readers. The tuning of pianos, and even the regulation and repair of instruments, still goes on under the excellent instruction of Mr. J. W. Smith; and the pupils find still plenty of employment in private families and in the public schools of Boston. What more we have to say of the musical instruction at this institution will be found under the head of the commencement exercises. But first let us touch upon a very important subject.

### 3. SPECIAL FEATURE OF THE SCHOOL.

The instruction and training of children who are deaf-mutes as well as blind is one of the special and most interesting features of our school,—found elsewhere in no school in America. Here it was, at this institution, that Dr. Howe achieved the greatest of his triumphs by breaking the triple wall of Laura Bridgman's mental prison, and bringing her out of darkness into light. Here was Oliver Caswell educated, receiving his very first lesson from the fingers of the same liberator; and it is natural that applications should come here from all parts of the United States for the admission of children who are the victims of this threefold affliction. We have now at the parent institution two of these children,—Helen Keller, who has reached the age of eleven, and Edith M. Thomas, who is two years older. Both are highly gifted and attractive little girls, and their develop-

ment, intellectual and moral, physical and social, has been extraordinary, surpassing belief, almost. In Helen it seems to be a case of genius. Her insatiable appetite for knowledge; her delight in each new fact learned, through the finger alphabet, from her intelligent, devoted teacher, Miss Anna Sullivan; her lively, often original, imagination; the enthusiastic, quick communication of her own thoughts through the teacher's fingers as by electric flashes; her copious vocabulary of several thousand words, remembered, spelt each with infallible correctness; her clear, tasteful, facile putting together of words in sentences; her command of what may fairly be called *good style* in all she writes, and the extensive correspondence which she carries on with hosts of friends by letter; the charming individuality, the freshness and the wealth of thoughts and fancies with which these letters teem,— all lend unspeakable interest to her development. But the moral beauty of it must be added. Conscience is deep-seated, sensitive in her; reverence lends its beautiful halo to her life. Her nature and her character are most affectionate, and generous and kind. Her sympathies flow out to all worthy objects. She delights in all her friends; it would seem that she never could have too many. She has an enthusiastic love of life, and seems to overflow with gratitude to the All-father. She manifests a joyful love of nature, a keen sense of birds and

flowers and stars and breezes, as if she saw, heard, smelled all like anybody else with all his senses. Is it an inner spiritual sense? Is it imagination? What is it? What the secret of it? Who knows? or who can predict what still higher heights this rare, this beautiful development is yet to reach?

Edith Thomas, of a graver and more practical, a less poetic and imaginative temperament, is also making wonderful progress, growing, strengthening intellectually and morally day by day. These, with two younger children who are at the kindergarten, and of whom mention will be made in the proper place, constitute a most interesting quartet of pupils, for whom no other school is open.

#### 4. COMMENCEMENT EXERCISES.

These were held as usual in Tremont Temple, in the afternoon of Tuesday, June 2, 1891, the president of the corporation, Samuel Eliot, LL.D., presiding. They have always been attended with an eager and a sympathetic interest; but this time the interest may be safely said to have surpassed that of any year before; for, although the exercises were long, lasting nearly three hours, and the hall was crowded, while the day was very warm, all sat patient, pleased, absorbed, as if unconscious that the time was passing, until the last chorus was sung; and many lingered, still reluctant to turn away from such a scene. Five young men and six young women graduated;

but younger pupils, and even little children of the kindergarten, and three of the four blind deaf-mutes, took part in the programme. The names of the graduates are Myrtie Anna Aldrich, John Joseph Clare, Mary Eva Clark, Thomas Charles Higgins, Mary Heustis Hoisington, Fanny Elizabeth Jackson, William Stephen Jenney, Edna Alzina Joslyn, Lillian Mabel Russell, Peter Francis Trainor, and George Augustine Washington. The programme was rich and piquant in variety and contrasts; not one number was found dull. It offered a fair résumé of the many-sided teaching of the school, its physical and musical training, only omitting arithmetic and mathematics, which would have been dry, and which no doubt the audience preferred to take for granted. The exercises were embowered in music, and we will let the "Transcript" of a few evenings later draw its lesson from it, before speaking of the rest:—

No one among the throng who filled Tremont Temple to the utmost on Tuesday afternoon, June 2, to witness the "Commencement" exercises of the Perkins Institution and Massachusetts School for the Blind, including the little children of the kindergarten at Jamaica Plain,—no one, at least, with any music in his soul, could fail to be impressed by the excellence, the beauty and the finish of the musical numbers in those exercises. They opened with an organ Fugue of Bach (D minor), followed by a brilliant, stately Marche Pontificale by Lemmens, tastefully and effectively played by a pupil, John J. Clare. The school has produced a number of accomplished organists, and their leading teacher, Miss Freda Black, herself

a pupil formerly, is an excellent exponent of Bach and Händel, as well as later composers for the organ.

The band of the institution, wholly composed of pupils, playing clarinets and flutes as well as all the usual brass instruments, gave a fine specimen of what tuneful harmony, what inspiring rhythm, and what nice contrasts of light and shade they can produce, in a long Jubilee Overture by Ch. Bach,—not the great, time-honored Bach, indeed, but one of the Bachs (or brooks) that run through shallower fields to-day. Yet this sightless band have also hours with the good John Sebastian; they play Bach chorals, with the four parts of their wondrous harmony carefully distributed among the instruments, under the judicious supervision of that excellent musician and devoted teacher, musical director of the institution, Mr. Thomas Reeves, blind leader of the blind. They love these chorals, and have played some of them in past years at these commencements. They are sung, too, with a devout interest, with a sincere partiality, by both boys and girls, who therein build upon a solid, fruitful musical foundation.

A duet, "The World Grows Fair," was sung by two young girls, Edna A. Joslyn and Fanny E. Jackson. This duet was the original composition of the latter. It had fresh melody, variety, and quite an elaborate and elegant pianoforte accompaniment. A two-part chorus for female voices, "Night of Joy," by Strauss, was purely, sweetly sung, and was applauded with sincere pleasure. It may be remembered here that formerly the singing of the blind, while it showed accuracy of ear, quick, fine musical apprehension, and facile execution, yet seemed to labor under a certain timidity of utterance and pallor of expression. It is not so now. Superior teachers, more experience, have put a freer, more assured expression, a more eloquent vitality into it. The closing chorus, by Rossini, set to the English words, "Hail to Thee, Liberty," was so inspiringly sung by boys and girls together that it was uplifting and

refreshing at the end of a very long programme for so hot a day.

There was also a solo for violin, De Beriot's Concerto in D, op. 16, by no means an easy task, but played artistically, as to intonation, bowing, double stopping, phrasing and expression, by Charles W. Holmes. And there was an instrumental serenade by Titt'l, in which flutes, clarinet, and strings blended harmoniously, as played by six lads bearing the names of Burnham, Clare, Higgins, Holmes, Morrison and Washington.

But the most significant and most surprising phenomenon was the interpolated exercise in harmony among a dozen little pupils of the kindergarten.

The theory as well as practice of the musical art is taught, too, carefully at the institution at South Boston. And let us add (for we have not done with Bach) that the music of the old Leipzig Cantor is not only taught there in the form of organ fugues and chorals; twice it has been our privilege, last year and this year, to hear fifteen or twenty of the boys, and fifteen or twenty of the girls, play upon the piano each a little piece by Bach, a fugue and prelude from the "Well-tempered Clavichord," a gavotte, a minuet, a sarabande, a gigue, a little duet with the violin. These were played with interest, with love, with cheerful emulation. Indeed, each young Bachian disciple seemed to pique himself or herself on the paramount worth and beauty of the piece falling to the lot of his or her performance. Each pupil would preface his interpretation by a verbal explanation of the character, the form, the key, the meaning, of the piece he was to play.

How many music schools, conservatories, academies, are building on so sound a basis of method and of taste as this school for the blind, mainly taught by teachers who themselves are blind? Some of them have post-graduate scholarships provided for them, and take piano lessons from Carl Baermann, singing lessons from such singers as Mr. George J. Parker and the like. Moreover, there is no class of listeners at the Music

Hall symphonies and oratorios, or the choice chamber concerts, who listen with more interest and profit than the parties of blind pupils who have often been so generously admitted. The favor is not wasted upon *them*.

For the second number of the programme two little boys, Peter Rasmussen and Willie Lynch, gave an example of reading by the touch,— a fair average example of the proficiency of the school. They first read a selection with which they were somewhat familiar ; then they read at sight from a poem, with clear voices and with good expression. The exercise in physics was by four young men, of about seventeen years of age,— Edward Bigelow, Harry Hodsdon, Henry Miles and John Morrison,— who took their stands at three tables placed at intervals upon the stage, and with a simple battery and two small Morse instruments they demonstrated the practical use of electricity in telegraphy. Messages were sent over the wire from one table to another by the young men, who proved themselves fair operators.

5. Exercise in zoölogy, by Edith Thomas (blind deaf-mute), Mary Brodie, Hattie Norris and Emma Carr. We copy from the "Transcript's" report:—

Edith, through her teacher, described the fox,— a stuffed one lying on the table before her, with a tail, which she said "felt like a caterpillar." The next girl had a skeleton of the fox, which she described very well. The next described the breathing apparatus, and showed her clay model of the lungs.

The next described the food system and the circulation, showing a model of the heart. The second girl described the nervous system, and then Edith told what class and order the fox belongs to. She retired laden with flowers and covered with modest blushes.

No. 7, closing Part I., was set down as an exercise in geography, but it was more than that, by two young girls. The first, Matilda Boyle, had sat for some time, during the previous exercises, modelling mountain ranges in clay, which she applied to a raised map of Europe upon an easel in one corner of the stage. After her clear and somewhat elaborate description of the mountain system of southern Europe, Helen Keller, who stood near with her teacher, her mind full of her theme, which was Italy, all she had heard and read about it, her face all aflame with enthusiasm, her fingers impatient to communicate, followed with what might be called a glowing and poetic rhapsody upon the sunny land. It was like a page from "Corinne" or an Italian improvisation. In the heat and vividness of her imagination her fingers flew with wonderful rapidity, faster almost than her teacher could voice the glowing sentences, while her expressive face and graceful, eager movements enhanced the eloquence of the inspired prose poem. It was all genuine, from the heart, and an imagination thoroughly possessed with what she was describing. It was an ardent inspiration, a feeling forth for Italy, to be

there herself and blend her being with it. The audience were spellbound. Murmurs of "wonderful, wonderful!" were heard all over the hall. It was all her own language, proving what a rich vocabulary this young girl of eleven years commands. (She has also, by patient manipulation, been taught to enunciate words and sentences aloud; but, for economy of strength, was not called on to show this.)

Part II., beginning with kindergarten exercises, of which hereafter, contained the always attractive exhibition of gymnastics and military drill. The girls, dressed all in white gymnastic dresses, went through many of the movements of the Ling system of exercise with beautiful precision, grace and freedom. The younger boys used wands; the older boys, in military blue, under their gallant colonel, won great applause by their soldierlike step and evolutions, and the handling of their muskets.

No. 5, the valedictory, by Mary H. Hoisington, was a thoughtful, tender, grateful review of their school life, in the course of which she drew an analogy between the qualities of a true poem and those of a good life. Here is the full text of the valedictory.

" Standing, with reluctant feet,  
Where the brook and river meet."

Today, our hearts beat in unison with this thought from one of our own dear poets, as we stand between our bright school

days and the untried world. As the great tide of life rolls in upon us, we feel more than ever before its wondrous mystery; while we realize the need of some definite purpose to guide us safely down the ever-widening current.

The essential characteristics of a beautiful life seem almost coincident with those necessary to a beautiful poem.

Poetry has been called a passion for truth, beauty and power. These are the elements which we would blend in our life's purpose. We would be true to ourselves, and then we shall be true to others. We would be strong, having the power to meet difficulties and successfully to overcome them; and we would cultivate a love for the beautiful, as a source of truest pleasure and purest inspiration.

True poetry is spontaneous; it comes from the heart of the poet, and expresses his deepest feeling. The sighing of the wind, the song of a bird, or even the waving of grass in the breeze, will sometimes stir his very soul, so that he needs must write.

Our good deeds, like the poet's verse, must be spontaneous, coming directly from our hearts, being born of a true love for others.

We can see in all poetry one or both of two elements,—imagination and fancy. They seem like two sisters, sometimes wandering hand in hand, and sometimes straying away by themselves.

Imagination, the elder, is the more dignified, full of earnestness and deep feeling; but fancy is as light and frolicsome as a little summer breeze that dimples the surface of a brook, or sets the leaves on the trees to dancing.

It is imagination and fancy that idealize and beautify our lives, for what would the real world be without the imaginary?

Imagination and fancy are the wings on which the common, every-day facts of life are lifted to a higher level, and appear to us changed into forms of rarest loveliness.

At this season of the year, when everything is bursting into

new life and beauty, the whole world seems like one grand, sweet poem. As we listen to the manifold voices of nature, we find unity, variety, grandeur, beauty, which are the attributes of a true poem.

Our poets who have learned to understand nature's language, hear this grand unspoken poem, and put it into words,—translate it, as it were, so that all may read.

We would make our lives so pure and noble that nature will speak directly to us; and, if we cannot clothe her words in beautiful verse, as the poet does, yet may her teachings so enter into our hearts that we shall be worthy to form a part of nature's great poem.

To his Excellency the Governor, the legislature of Massachusetts, and to the corresponding representatives of the other New England states, we offer our most hearty thanks for having provided us with the means of obtaining an education, which places us upon an equality with others, and enables us to go forth, prepared to take up the duties of life.

Trustees: we wish to thank you for the kindly interest which you have always manifested in all that pertains to our school.

Director, teachers and matrons: it is to you we owe our deepest gratitude. What we are today is due largely to your wise teachings and timely counsels. You have shown us that we must not be satisfied with small attainments, but ever seek for the highest things of life.

Dear schoolmates: the memory of the happy days which we have spent together will always be most fondly cherished, and the strong ties of friendship which we have formed will serve to keep our hearts united through all the coming years.

Fellow-graduates: we have long walked together in close and loving sympathy. There have been difficulties to overcome; but the way has been made easy by our happy companionship, and now, as the time of separation draws near, there is a feeling of sadness in all our hearts.

One only of our loved classmates has passed away from our

midst, and gone to finish her course in the heavenly school. Her work on earth is ended, but ours has yet to be done; and, as we go forth to find the special work waiting for each one of us, let us go with brave hearts; let us ever press onward and upward, proving ourselves true to our motto, *Semper aliquid melius.*

Then the diplomas were presented in an affectionate, impressive manner by the Rev. A. P. Peabody, D.D., who spoke as follows: —

MY YOUNG FRIENDS: — We rejoice in what we have seen and know of your success, of your merited success in your school work. I wish every person here could know how much of heart and soul you have put into your work, how much of the most faithful industry you represent, now that you stand before us to receive these diplomas. And I want you to feel how much of heart and soul, of tender and faithful love, your teachers have put into their work for you. We feel that there is no nobler work on earth than they are doing; indeed, it is a work of love, and I will say that you will feel an obligation to return that love by being all they would have you be.

We have heard of truth and strength and beauty as the attributes of character which you are to cultivate. Be true to your own selves, to your own sense of right and duty, and for everything that is good and pure. Be strong, for you can all be strong; you will be strong as you put forth all the energy you have, and do your best, day by day, and that best will be better and better as long as God will let you live. You can grow constantly; you can improve day by day; you can at the end of each year be of greater strength and ability, of greater power and influence, greater power of usefulness, than you were at the beginning of the year. You can be beautiful also; you can lead beautiful lives. You know who has imparted a divine beauty to this life, and with your minds you can see

Him; you can trace His footsteps; you know how He lived, you know how He would have you live. Follow Him, and your lives will have the richest kind of beauty,—the beauty of holiness, a beauty that will grow more and more beautiful even; and the time will come when your eyes will open to the sight of the beautiful countenance of Him who lovingly waits for you, and you shall see and receive and know that which you have not known here.

It gives me the greatest pleasure to present to you, in behalf of these teachers and the trustees, these diplomas, which indicate your faithful work, and their testimony to your diligence and zeal; and I trust they will induce you to go on day by day in the same way, to the acquirement of greater power and usefulness.

##### 5. FINANCES.

The following is a summary of the financial record of the year, the details of which will appear in the report of the treasurer:—

Cash on hand Oct. 1, 1890, . . . . .	\$60,415 35
Total receipts from all sources during the year, . . .	230,051 19
	<hr/>
	\$290,466 54
Total expenditures and investments, . . . . .	284,450 17
	<hr/>
Balance, . . . . .	\$6,016 37

The expenses of the institution have been regulated by a wise economy, and have been kept strictly within the income; the decrease in the cash balance, as compared with that of last year, being due to judicious investments of funds not needed for current outlay.

## 6. BEQUESTS.

Several donations have been received from friends of the institution, whose gifts have been enhanced by the spirit in which they were bestowed; and the receipt of three legacies have added largely to the available funds.

From the estate of the late Joseph Schofield \$2,500 has been received in addition to the sum of \$3,000 which was given to the kindergarten; from the late John N. Dix, Jr., \$10,000, and from the estate of Mrs. Charlotte B. Richardson, \$39,500,—a total amount of \$52,000.

To the memory of these benefactors the institution owes a debt of special gratitude; for these funds enable the trustees to carry out certain improvements, the need of which has been pressing heavily and retarding effective work.

## 7. IMPROVEMENTS.

Foremost among these is the enlargement of library room for embossed books. This library is not only for the educational and literary needs of the pupils and officers of the establishment; it is also a lending library to the blind of New England, and even, in special cases, extends its benefits beyond this section. With the annual increase of publications from our own press and that of the American Printing House, shelf room was long ago exhausted, and volumes have been piled

upon the floor until they have accumulated to a height and breadth of several tiers. In this condition they are being injured; and many are so inaccessible as to be practically useless. Double the amount of space would barely suffice for the actual need of today, and before the close of this and with each succeeding year the increase of books will call for added accommodation. A large library has therefore become a necessity, and the trustees decided to erect a building on Fourth and H streets which should also contain the necessary teaching and practising rooms for the music department of the boys' school.

The limit of bedroom accommodation in the main building has nearly been reached; but this removal of the music department will leave the second story of the west wing vacant, and these apartments, utilized as dormitories, will afford ample room for the boys' school for many years to come. It is much to be regretted that no corresponding provision can be made for the increase of pupils in the girls' school, where the need is even greater. The only available resource for their accommodation is the erection of a building at the kindergarten, which will afford room for the younger girls.

In addition to library and music rooms, the new building will contain a large apartment for the instruction of several classes of girls in Sloyd, for which no suitable place could be made elsewhere. It will enlarge the gymnasium, and will supply

additional storeroom for household purposes, which has been greatly needed.

THE NEW BUILDING, which will be of brick, with granite trimmings, will have 238 feet of length on Fourth street and 90 feet on H street, with an average width of 26 feet. It will have four entrances from the ground, and will be directly connected with the first story of the main building by bridges from the east and west wings. There will be an arched driveway from Fourth street.

The greater part of the first story will be occupied by a gymnasium, 95 feet by 22, with a gallery  $6\frac{1}{2}$  feet wide for the whole length, and two large dressing-rooms. Adjacent to this is a room to be used for a Sloyd school. At the south-eastern corner there will be three spacious storerooms.

The second story will be devoted to the library, with a fireproof room for the preservation of valuable records.

The third story will belong wholly to the musical department. A large room at the west end will be fitted for use as a tuning and repair shop; and a similar room at the eastern end will be the teaching-room of the musical director. In the intervening space a corridor will open on either side into teaching and practising rooms. The room of the musical director will open into an ample apartment in the northern extension (on H street), which will be used for a musical library and for the practice of bands.

### 8. THE PRINTING OFFICE.

In addition to books for school use, the following works have been issued from the office during the past year: "Wordsworth's Poems;" "Whittier's Poems," Vol. II.; "Little Women," Vols. II. and III; "Janet's Repentance;" "The Man without a Country;" "A Christmas Dinner."

There have also been printed twenty-one pieces of Braille music, including a Potpourri from "The Huguenots," of forty-three pages.

The great superiority of the Braille (or "prick-point") system of musical notation is now generally admitted, and it has been intended at our office, not only to furnish music for our own school, but to bring within the reach of the blind of our country music which else can be obtained only from Europe.

The benefits of our office are not confined to our pupils, or our graduates, or our own section of the country. Ours is the only institution of the kind which supplies reading matter gratuitously for other persons than its own immediate pupils. From our office books are supplied to intelligent and deserving graduates of other institutions as well as of our own, and to blind persons even in distant cities.

Our printing office needs more room. A larger building would enable us to introduce improved methods, to arrange the work more advanta-

geously, and thus to economize labor, and to increase the number and the range of our publications.

#### 9. WORKSHOP FOR ADULTS.

During the year twenty-six blind persons have been connected with the workshop for adults, nineteen of whom are now employed. The shop has suffered to some extent from the general depression of business, and the mattress-making has slightly fallen off. The decrease of work in this line, however, has been made up by a considerable increase in the upholstering department. This trade involves a variety of work which demands sight, and, while it has given additional employment to the blind, it has also necessitated more seeing help. Notwithstanding the drawback of an unfavorable season and certain extra expenses, the results of the year show that the shop has not run behindhand.

The continued patronage of its customers is an indication of their satisfaction with the quality of the work done, and warrants us in soliciting increased custom for the benefit of the consumer as well as that of the producer. An increase of business will enable us to employ a greater number of blind persons to whom comparatively few occupations are open.

#### 10. THE POST-GRADUATE COURSE.

Five years ago a committee was appointed to devise ways and means for establishing and

organizing a post-graduate course. The history of the blind plainly shows the expediency of such a course.

There is hardly a department of learning or science which has not had blind persons in its foremost ranks of success and eminence. When we consider that such persons have emerged from obscurity with the most scanty educational aid till they had shown themselves capable of self-help, it seems probable that their number would be greatly enlarged were their means and opportunities of early culture in various directions increased.

In this connection it should be borne in mind that the absence of the one sense that more than all the others distracts the attention, is favorable to concentrated thought and mental action on subjects adapted to call the intellectual powers into vigorous exercise.

No man ever rendered more valuable service as a naturalist than the blind Hüber, whose keen inward vision made him master of the entire field opened to him by other eyes than his own; but it was the intensity of his study in his favorite department in his early boyhood that made him blind.

Blindness will never prevent a man of real genius from obtaining the fame and the power of usefulness which he fairly deserves, if he can once be placed on the arena of competition. The only difficulty will be in his reaching by preliminary education the standing-ground from which he may

rise to fame; and the furnishing such education fittingly forms a part of the work of our school. To this end we need added branches of study with qualified teachers, scientific collections, models, and illustrative apparatus of various kinds.

One of the purposes to be held in view should be the preparation of boys and girls for our best colleges, or for the position of teachers. Another, and perhaps practically a more important purpose, should be the furnishing a thorough and scientific musical education for those capable of it. Thus our graduates may not only become performers and teachers, but may aspire to foremost places as proficients and adepts in the one art in which the absence of sight can be no obstacle in their way to eminence.

While much may be done in this behalf from the general funds of the institution, the plan can be fully organized, and conducted with due efficiency only by gifts or bequests for this special purpose.

#### 11. DEATHS OF MEMBERS OF THE CORPORATION.

Since our last annual meeting the corporation has lost by death the following members: Mrs. John F. Andrew, of kindred spirit with her father, the late Nathaniel Thayer, in all works of love, one of whose last deeds of mercy was a fresh gift of a thousand dollars for our kindergarten; Mrs. Eleanor J. W. Baker, who has for many

years made her wealth a treasury for ample beneficence in more forms and ways than can be numbered, and who has not forgotten this institution in the numerous bequests which bear witness to the breadth and to the wisdom of her charities; Mrs. Eleanor Bennett of Billerica, of a family well known for its generosity; Samuel C. Cobb, than whom no man among us has been more, or more deservedly, honored for integrity, benevolence, and eminently judicious and faithful public service; Mrs. J. Malcolm Forbes of Milton, tenderly loved and deeply lamented by a large circle of kindred and friends; Amos T. Frothingham, who served our institution as auditor for many years, with the utmost assiduity and faithfulness; Rev. Frederick Frothingham of Milton, preëminently a Christian philanthropist; John Richardson Hall; Mrs. Zenas C. Howland; Oren S. Knapp, a recent but most valuable friend to the institution; Mrs. Sarah E. Lawrence, a constant friend and helper of those in need, privation and suffering; Henry Lippitt of Providence, R. I.; Daniel G. Littlefield of Pawtucket, R. I.; Augustus T. Perkins, respected for his large and liberal culture, and endeared by traits of character most prized where best known; Knyvet W. Sears, a worthy heir of a widely honored name; Charles F. Shimmin, held in the highest esteem in his business relations and in the nearer circles of his family and his friends; his heart and hand were in many

charities and philanthropic enterprises, and he was an ardent, helpful friend of culture, art and music; H. H. Thomas, Providence; Joseph B. Thomas; Royal W. Turner of Randolph, whose interest in the cause of the little blind children was repeatedly shown in a substantial way, and led him to bequeath to the kindergarten the sum of three thousand dollars; Anne Wigglesworth, full of almsdeeds and good works; George W. A. Williams; J. Huntington Wolcott, always a generous giver, whose life, enriched with the graces and virtues that make life beautiful, was in its influence, and will be in its memory, a perpetual benefaction to all who knew him; and Alexander Young, who by his sterling worth adorned his growing reputation as a journalist, a critic, and a man of letters.

All which is respectfully submitted by

JOHN S. DWIGHT,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
ANDREW P. PEABODY,  
EDWARD N. PERKINS,  
. WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## THE REPORT OF THE DIRECTOR.

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" Les ans peuvent naître et mourir;  
Qu'importe à ceux que l'espérance  
Anime et fait jouir d'avance  
Des biens que le ciel doit offrir? "

*Tremblay.*

### TO THE BOARD OF TRUSTEES.

*Gentlemen* : — In discharge of a duty prescribed to me by usage and precedent I beg leave to submit to you the annual report of the director for the last twelve months.

The year just closed has been one of general prosperity to the institution. A larger attendance of pupils than ever before, an entire freedom from untoward events, harmony of feeling and faithfulness of effort on the part of the instructors and officers in all the departments of the school, and increased success in educational work, have been its principal characteristics.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés and work men and women, was 201. Since then 38 have been admitted, and 31 have been discharged, making the total number

at present 208. Of these 151 are in the school proper at South Boston, 36 in the kindergarten at Jamaica Plain, and 21 in the industrial department for adults.

The first class consists of 137 boys and girls enrolled as pupils, 11 teachers and other officers, and 3 domestics. Of the pupils there are now 128 in actual attendance, 9 being temporarily absent on account of ill-health or from other causes.

The second class comprises 35 little boys and girls, and 1 music teacher; and the third 21 men and women employed in the workshop for adults.

During the past year the general health of the inmates of the institution has been remarkably good. There have been two cases of severe whooping-cough among the boys and three of scarlatina of a very mild form in the girls' department, but none of them resulted fatally. Our medical inspector, Dr. Homans, has discharged his duties with assiduity and regularity. He has responded promptly to our calls, and in dealing with children of various dispositions, fancies and whims, he has invariably shown sound judgment, uncommon tact and superior skill. During my absence in Europe he co-operated heartily with our noble matron, and rendered her invaluable assistance in all matters relating to the physical welfare of the household, and I avail myself of this opportunity to acknowledge our indebtedness to him.

As you propose to give in your own report to the corporation a detailed account of the work of the institution, and to make known its immediate requirements and pressing wants, with which you have been familiar by personal observation and through written statements submitted to your board quarterly, it is not necessary for me to treat of these subjects *in extenso*. Therefore I shall confine myself to a very brief review of what has been done during the past year, and devote my space mainly to a full description of the wonderful achievements of Helen Keller.

#### GENERAL VIEW OF THE WORK OF THE SCHOOL.

“ No endeavor is vain;  
Its reward is in the doing;  
And the rapture of pursuing  
Is the price the vanquished gain.”

*Longfellow.*

The various departments of the institution have been conducted with efficiency and a good degree of success, and the character of the work performed in them is practical, helpful, and well adapted to the required ends.

The usual curriculum, including the ordinary English branches, music, physical culture and manual training, has been pursued with excellent results.

Pains have been taken to develop the mental faculties, strengthen the bodily powers, improve

the moral nature and increase the capacities of the pupils. The success of these efforts during the past year has been almost without a precedent in the history of the school, and it may be fairly attributed to the devotion and industry of our teachers and officers, the self-forgetfulness which has guided their actions, the skill and patience manifested in their work, the tact and discretion shown in their dealings with the scholars, and the unparalleled harmony and hearty co-operation which have prevailed in every department of the institution.

The changes wrought in the appearance of the children and youth of both sexes after a short period of instruction and training at the school are generally striking and in some instances quite remarkable. The face which was destitute of expression is brightened by the light of intelligence; the physical system which was apparently incapable of animated or sprightly movement becomes elastic and full of life and spirit. Langour is succeeded by vivacity, listlessness by alertness, depression of spirits by buoyancy, weariness by liveliness, lassitude by alacrity, and indolence by activity. In many cases it would seem as if a cloud had rolled away, and as if the genial rays of the sun were imparting vitality, symmetry and beauty to the whole nature of the child.

These remarks, brief as they are, may serve

nevertheless as a fair sample of the nature of the history of the past year. Its evolution has been as quiet and unostentatious as the budding of the plants and the blooming of the flowers in spring time, and its course as even and smooth as the clear waters of a brook running through a peaceful valley under the shade of stately oaks and pines. Its pages and chapters are not made thrilling or gloomy by the recital of marvellous occurrences or great calamities, and the whole of its substance is so simple that it may be given in the words "health, peace, prosperity and success."

This is a very gratifying result of the year's work. But managers of public institutions are prone to be so much pleased with the results of their labors as to allow their bosoms to swell with exultation over their perfection and abundance. They are apt, while trimming the branches of a tree or gathering the fruit, to neglect the soil from which it draws its nourishment. They often fall into the error of congratulating themselves upon the performance of a certain amount of good and the exemption from misfortunes. They look with complacency on what they have accomplished, forgetting that the sin of shortcoming lies at their door, if they have failed to do all that was possible for promoting the cause committed to their care. Thus they are gradually allured into the habit of travelling within the narrow circle of daily duties

and formal routine, instead of advancing forward and upward.

Now, all human experience shows that such a course is very injurious. In some instances it is worse than this,—it is positively pernicious. It generally leads to inertia and stagnation by starving the spirit of invention and drying up the springs of activity ; and those who are entrusted with the education of youth, but most especially the instructors of the blind, should strenuously endeavor to avoid it. Instead of travelling in the ruts of old tradition with measured steps and countenances beaming with satisfaction, they should inscribe *excelsior* on the broad folds of their professional banner, and soar on the wings of tireless industry up to the higher regions of improvement and progress. They should always bear in mind that the success which crowns an effort is not merely a reward, but also a bond for greater exertion. They must never lose sight of the fact that the sum of each year's labors should be considered not as the top of a lofty hill upon which to rest permanently and raise laurels or build triumphal arches, but as another round in the ladder upon which to mount and plant the next step higher up still as a starting-point for yet higher climbing.

That I am able to report not only our exemption from illness and distressing mishaps and the continuance of the operations of the various departments of the school with regularity and efficiency,

but also the fact that the marks of improvement are stamped upon several branches of our work, is a cause of sincere rejoicing.

#### MANUAL TRAINING.

"Work is the divine law of our existence."

*Mazzini.*

Manual training was adopted at this institution at the time of its organization as a very essential part of our scheme of education. It begins at the very commencement of our course of instruction, and is so closely allied to our school work that it constitutes one of the vital elements of the latter. It runs from the kindergarten upwards, and has proved to be one of the most effective agencies for placing our pupils in the conditions most favorable to physical and mental improvement and to the prospect of future independence.

In the early part of the school year the teaching of Sloyd work was introduced into both the boys' and the girls' departments, and it has already become a valuable adjunct to previous methods of manual training. Many of the pupils find real enjoyment in learning the use of tools and in making various familiar articles, and to some restless and perverse spirits the occupations it provides have become so interesting that they seem to forget their love of mischief.

A special series of progressive exercises and

models is arranged for our school by Mr. Gustaf Larsson, under whose able direction the teaching has been successfully conducted by Mr. J. H. Trybom. The series is not yet complete. The work of the year includes the following models, viz.: cutting-board, clothes-rack, box, shelf, corner-bracket, book-rack, footstool, bootjack, towel roller, picture frame, and knife box, in making which the pupils have learned the use of the splitting saw, back saw, mitre box, bench-hook, bit, flat file, hammer, nail set, counter sink, compasses, turning-saw, spoke-shave, screw-driver, half round file, marking-gauge, auger bit, cabinet scraper, rabbet plane, chisel and compass saw.

At the manual training exhibition, held in Boston April 9-11, in connection with the New England conference of educational workers, specimens of the work of our children on the first nine models were exhibited. They compared favorably with the work of seeing children, and were highly commended.

#### HELEN KELLER.

“ She to highest hopes  
Was destined, — in a firmer mould was wrought,  
And tempered with a purer, brighter flame.”

*Akenside.*

When the achievements of the nineteenth century shall be tabulated, the wonderful work of Dr. Howe will not be very far from the head of the column.

Save the traditional legends of supernatural miracles, there is nothing left on record to transcend such an astonishing height as was attained by the consummate skill which this knight-errant of humanity showed in the deliverance of Laura Bridgman from the dreadful prison of ever-enduring darkness and dreary stillness. The success of his courageous efforts to roll away the ponderous stone from the door of the sepulchre, wherein the faculties of this hapless human being were entombed, was a glorious triumph for our civilization and an incalculable gain for the philosophy of education. The commanding voice which said "come forth" to the buried mind of a blind deaf-mute, and was obeyed, reached the loftiest degree of eminence known to history, and made clear Dr. Howe's title to a prominent place in the pantheon of the benefactors of mankind. His demonstration of the possibility of such summons winning a response bound his brow with an amaranthine wreath of honor and fame, and inaugurated the commencement of a new and most beneficent era in the realm of science and the domain of philanthropy. The simple way of communicating with the outer world, which he discovered and with which he bridged across the chasm of ruined avenues of sense for the benefit of those —

"Whom the fates have mark'd  
To bear the extremity of dire mishap," —

will stand forever a lasting monument to his supreme sagacity and patient perseverance, and a beacon light to those who follow in his footsteps and carry on the noblest of his works.

In exploring the densest forest and murkiest desert of misfortune, Laura's liberator—whom John Weiss did not hesitate to characterize in one of his essays as “an incarnate word of God”—proved himself an acute thinker, an original investigator, a bold pioneer, a second Prometheus. From sparks stolen from heaven he kindled the flame of intelligent life and knowledge in what else had been mere forms of clay, and brought these into communion with their fellow-creatures.

“ He waved a torch that flooded the lessening gloom  
With everlasting fire.”

He became a valiant friend and august father of the most helpless victims of affliction, by devoting his prodigious energies and the vast resources of his ingenuity to their rescue from the horrors of life-long solitary confinement and perpetual isolation. He swept away the thick clouds that enveloped them, and revealed to them a vision of the possibilities of social intercourse and real happiness.

“ Like a star of life he rose on their night; ”

and the tie which links him and them is of such pure and immaculate strength that it cannot be broken or violated. Obstacles were nothing to Dr.

Howe's genius, the essence of which consisted in heroic force of will and wisdom fired by love. He was well equipped with weapons for the accomplishment of great deeds, for his armor included —

" Harmonious thoughts, a soul by truth refined,  
Entire affection for all humankind."

A firm believer in the sovereign potency of the mind, he plunged into the task of beating into dust the mountain of difficulties, and of obtaining the gem hidden under them with a dauntless spirit of resolution and without the least fear or doubt as to the ultimate issue. His undertaking was a wholly novel one. There was nothing on record that could be of help or service to him in his gigantic enterprise. He found no external indices to point out his course, no guides to direct his steps, no examples to imitate, no predecessors to follow. All seemed like a trackless wilderness before him; but he was determined to explore it and to complete the work which heaven left for man to do. He came out of it victorious, and opened a wide pathway for his successors and disciples to travel for all time to come.

" All these did wise Odysseus lead, in council peer to Zeus."

Dr. Howe's act of discovery is the type both of the science and of the humanity of the present age, and his magnificent invention proved of inestimable benefit to mankind. Its abiding influence is spreading widely on both hemispheres,

and bears rich fruitage. The number of persons who have recently been saved from the terrors of intellectual and moral death, and are now enjoying the blessings of mental freedom and the invaluable advantages of education is larger than ever before, and is constantly increasing. Some of these are noted for special talents and marked abilities; but Helen Keller stands unquestionably first and foremost among them.

“ Fair as a star, when only one  
Is shining in the sky.”

#### A UNIQUE STORY.

“ I will a round unvarnished tale deliver.”

*Shakespeare.*

The last authentic account of the rapid development and astonishing achievements of this most extraordinary child was given in these reports three years ago. Since then nothing of an official character has been published. We propose now to take up the thread of the recital where we dropped it in 1888, and to bring it down to the present day.

It is hardly necessary for me to state here that Helen’s story, however imperfectly it may be told, is one of unrivalled interest. It continues to be as fascinating as a fairy tale. Although some of its points have been briefly touched upon in previous accounts, yet new incidents add freshness to its pathos and variety to its surprises, and render it a





narrative of absorbing interest, a rich treasury of wonders and an abundant source of inspiration.

Before proceeding any further in this sketch, we beg leave to repeat the assertion and renew the assurance that the facts embodied in it have been scrupulously verified and are entirely free from error and exaggeration, and that we vouch for their correctness in every particular. If they appear miraculous to some of the readers of these pages, let it be remembered that the little girl herself *is a marvel*. These are the precise words which one of the leading scientific men of America used when speaking of her at the end of a long interview with her. For many months this gentleman had been quite skeptical as to the truth of some of the statements concerning her linguistic and other attainments, and ready to cast doubts on them; but after conversing with her for nearly two hours, during which time he questioned her on various topics with his own fingers and in his own methods, he became convinced of the brilliancy of her mind and the superiority of her genius, and joined the ranks of her enthusiastic admirers.

#### GENERAL VIEW OF HELEN'S INDIVIDUALITY.

"She is most fair, and thereunto  
Her life doth rightly harmonize."

*Lowell.*

Helen is a phenomenal child. She is in every sense a very remarkable person. Her gifts are

manifold. Her mind is as clear as her brain is fertile, while her heart flames with earnestness and glows with charity. She is the finest illustration of consecrated, unselfish, whole-souled devotion that childhood has ever offered to the vision of men or that of the gods. She combines largeness of view with subtlety of mind, breadth with keenness, vigor with delicacy, knowledge with geniality, tact with common sense, reason with warmth, enthusiasm with self-control. Noble aspirations, gentle manners, intense feelings, incessant thinking, native goodness, a passion for learning and self-improvement, a thirst for righteousness and a hunger for holiness, all unite in her to place her far above ordinary mortals. She is a manifestation of loveliness, the personification of generosity, the essence of amiableness.

“The spirit of a flower  
With wings for flight,  
Yet held by clinging roots  
For our delight.”

Helen's life is as perfect as a poem, as pure and sweet as a strain of music. She appears in the firmament of humanity like a new star, shining with its own light and differing from all others in glory, and seemingly independent of the rest of the host of heaven. As the seven colors blend and fuse in a ray of white light, so do choice intellectual endowments and rare moral characteristics enter into the composition of her being and

produce what seems to be a true genius. The following quotation from one of Mrs. Louise Chandler Moulton's poems applies to Helen's case with peculiar fitness: —

" She is smiling as the smiling May,  
As gay at heart as birds that carol gayly  
    Their sweet young songs to usher in the day ;  
As ardent as the skies that brood and brighten  
    O'er the warm fields in summer's happy prime ;  
As tender as the veiling grace that softens  
    The harshest shapes in twilight's tender time."

To give a full account of what Helen has accomplished during the past three years would require more space than I have at my disposal. I shall be obliged therefore to notice only such facts and incidents as constitute the sum and substance of her development, and show the chief features of her character, dividing my narrative into three distinct parts, in which the following subjects will be respectively treated: —

*First.* Physical growth, including health and temperament.

*Second.* Mental development and intellectual attainments.

*Third.* Moral nature and religious instruction.

## I. PHYSICAL GROWTH.

" Grows with her growth and strengthens with her strength."

*Pope.*

During the past three years Helen has grown amazingly fast in body and mind alike. She

sprang up and advanced towards full stature and maturity with astonishing rapidity. She is now five feet and two inches in height and of symmetrical figure, and weighs one hundred and twenty-two pounds. Her physique is magnificent. Her active brain and great heart are sustained by an adequate material frame, which is so strong and pure that "her soul can do its message fitly" in it. Her head is finely formed, and decked with beautiful brown hair falling in luxuriant curls over her pretty shoulders, while the shape of her brow is indicative both of the capacious spirit that is lodged within and of the majesty of intellect which rises therefrom. Her countenance is beaming with intelligence and animation, and is rendered thereby extremely pleasant and attractive. Hers is not a face of perfect symmetry and beauty, but there blooms in it —

"A most bewildering smile, — there is a glance  
Of such playfulness and innocence,  
That as you look, a pleasant feeling comes  
Over the heart, as when you hear a sound  
Of cheerful music."

### *Health and Temperament.*

"In primis valeas bene."

*Horace.*

For several years Helen enjoyed most excellent health. She seldom complained even of the common ailments. She always ate heartily and

slept soundly. True, her intellectual energy was so tremendous that all medical men who came in contact with her were unanimous in considering it as dangerous to her physical well-being, and as boding evil consequences to her health; but this flowing mental activity, apart from being provided with an adequate safeguard in the buoyancy of her spirits and the joyousness of her temperament, was kept within proper bounds by prudent regulation of her hours of work, exercise and rest. A synopsis of the programme of her daily occupations and recreations is given in the following letter, which she wrote to her little sister on the latter's third birthday:—

SOUTH BOSTON, Oct 24, 1889.

MY PRECIOUS LITTLE SISTER:— Good morning. I am going to send you a birthday gift with this letter. I hope it will please you very much, because it makes me happy to send it. The dress is blue like your eyes, and the candy is sweet just like your dear little self. I think mother will be glad to make the dress for you, and when you wear it you will look as pretty as a rose. The picture-book will tell you all about many strange and wild animals. You must not be afraid of them. They cannot come out of the picture to harm you.

I go to school every day, and I learn many new things. At eight I study arithmetic. I like that. At nine I go to the gymnasium with the little girls, and we have great fun. I wish you could be here to play three little squirrels, and two gentle doves, and to make a pretty nest for a dear little robin. The mocking bird does not live in the cold north. At ten I study about the earth on which we all live. At eleven I talk with teacher and at twelve I study zoölogy. I do not know what I shall do in the afternoon yet.

Now, my darling little Mildred, good bye. Give father and mother a great deal of love and many hugs and kisses for me. Teacher sends her love too.

From your loving sister,      HELEN A. KELLER.

In a similar letter, which she wrote to me two weeks later, she speaks more fully of the same subject: —

SOUTH BOSTON, MASS., Nov. 7, 1889.

**MON CHER MONSIEUR ANAGNOS:** — Today is your birthday, and how I wish I could put my two arms around your neck and give you many sweet kisses; but I cannot do that, because you are far away, so I will write you a nice long letter, and when you come home I will give you the kisses.

Now, I am going to tell you something which will surprise you very much. I came to Boston three weeks ago to study with my dear teacher. I was delighted to see all of my friends again, and they were glad to see me. I miss you, and I hope you will come back soon if you are much better. I enjoy being at the Institution very, very much. I learn a great many new and interesting things every day. When you come home I shall be happy to tell you all about them. You must be sure not to forget how to spell with your fingers.

Mr. Rodocanachi came to see me Tuesday. He asked me to give you his love, and to tell you to write to him from Athens.

Last Thursday teacher and I spent the day with Dr. Eliot and Sammy. We had a pleasant time. Sammy is a beautiful little boy, and he is as playful as a kitten. Dr. Eliot says he should like to receive a letter from you. Will you please write to him?

My precious little sister is three years old now. She is growing very fast, and I think her very sweet and loving. She is quite lonely now, because she has no little sister to play with her. My poor grandmother died two weeks ago. It is very sad to die. Teacher does not know where grandmother is now.

Mother is much distressed and her heart is very sorrowful. I wish she could come to Boston, then I could comfort her. My pigeons, puppies, kitties and my dear little birds are all very well. The white pigeon has three tiny babies to take care of, and she is very busy finding food for her hungry family and teaching the timid pets to fly alone.

Teacher says she thinks you would like to know what I do every day. At eight I study arithmetic, and I enjoy it greatly. I can do some very difficult examples. At nine I go to the gymnasium with the little girls, and we play pretty games. I wish you could be here to see what splendid times we do have. At ten I study geography. Yesterday I found Athens on the map, and I thought about you. At eleven I have lessons in form, and at twelve I have zoölogy. The other day I recited in exhibition about the kangaroo. At two I usually sew, and at three I take a walk. At four and five I read, write and talk. I have just been reading about a beautiful fountain that rippled and sparkled in the bright sunshine and made sweet music all the long day. The pretty birds and tiny ferns and the soft mosses loved the beautiful fountain.

I was very glad to hear about Munich, and I hope you will tell me about the other cities you have visited. Teacher and all of your friends send their love. I send very many kisses and much love.

HELEN A. KELLER.

These letters show that the time of the little student was fully occupied from morning to evening, and that she did not have much leisure for amusement; but the arrangement proved on the whole satisfactory, and everything went on well until the spring of 1890. About that period an undue pressure of work was put upon the child, taxing her strength to the utmost. This increase

of labor, accompanied by an unwarrantable stimulation to over-exertion, was both very unwise and unnecessary; and it is not difficult to imagine that the results were most injurious to her health.

During the summer vacation she had a fainting fit at home and was declining in strength; and on her return to school in the following November she was far from well. Nervousness and excitability were apparent in her conversation and in all her movements. She was very restless, and there was a sickly whiteness in her look. Her sleep was not as sound and unbroken as before, nor was her desire for food as normal. She was evidently in need of absolute freedom from mental exertion and of abundant rest and play, which alone could relax her mind and enable her to turn to study again with more vigor.

In consideration of these facts, it was immediately decided that she should cease to have regular lessons of any kind, and that she should spend several hours every day in diversion and in physical exercise both in the gynasium and in the open air. Helen found the injunction laid upon her studies so hard to bear that she made many earnest appeals for its removal or modification; but when she was told, in response to her frequent pleas, that it was not best for her to receive any instruction until she should be very strong, she acquiesced in this conclusion graciously and without a murmur.

Under these new regulations Helen improved

very rapidly; but when she was about to resume some of her studies, she was taken ill suddenly on the 13th of January last with scarlatina. Fortunately, however, the dread disease proved to be of a very mild form in her case, and from the third day of its appearance the little patient began to improve steadily, and was ready to leave her room in a few weeks. Since then her health has been thoroughly restored, and she is now as well as ever. During her illness her patience and thoughtfulness shone out in all their beauty.

Knowledge is peculiarly attractive to Helen, and she is very apt to go to excess in feasting on the fruit of its tree, if she is not properly guided and held in check. In her case restraint is needful, lest she drive the chariot of Apollo recklessly to her own hurt.

In temperament Helen is cheerful, merry, gay, full of life and jollity. In her playful moods she is not only appreciative of mirth but is often the cause of it. No mishap can subdue her liveliness. Even at times when she is disappointed at something or occupied with serious thoughts or penetrated with some distressing anxiety, her delightful springs of joy and fun bubble and brim with inevitable felicity. The "chord of melancholy," of which Thomas Hood speaks as inseparable from every "string attuned to mirth," has no existence in the harp of her life. However smooth the way of its victims may be made, a triple affliction like

hers is terrible, it cannot be otherwise; yet in Helen's case it has proved to be a battlefield, which has its heroine. True, like all others who are cruelly bereft of the principal avenues of sense, she is doomed to pass her life in total physical darkness and stillness; but through the thick, sullen cloud which surrounds her she "casts forward the eye of the spirit, and wakes in her soul the imaginative power which carries forth what is fairest, what is highest life."

Marked graciousness, intense longing for the beautiful, acute and winning sensibility, a gleeful disposition and an indomitable buoyancy,—th  se are the distinguishing qualities of her temper. There is a certain nameless attraction about Helen's personality, as perceptible as the perfume of a flower, and as elusive. She has an uncommon soul-power, which touches all hearts and leads them captive. She possesses two characteristics which do not often go together,—vigor and sweetness. Her gayety adorns her and at the same time serves to relax the tension of her nerves, which is inclined to be too great.

## II. MENTAL DEVELOPMENT.

"There is a child whom genius fires,  
Whose every thought the god inspires."

Helen is an intellectual prodigy. In the ranks of precocious and brilliant children she occupies a most prominent position. She is a queen among

them, endowed with stupendous abilities, and ruling by the resistless might of her natural superiority. Her brain is ever aglow with self-kindled flame. It may be compared to an electric battery bristling with magnetic life. Hers is not a creeping talent; it is a soaring genius,— a true spark of the sacred fire, which the world does well to make the most of while it is alight. Exceptional fervor of temperament, rare intellectual vivacity, intense earnestness,— these are her primary characteristics. She has uncommon mental power. Hence her dazzling conquests in the field of learning.

As soon as Helen's mind burst forth from its triple incarceration, she began, like the eagle, to soar towards the sun. Since the restoration of her divine birthright of thought and human fellowship, her career has been a series of triumphs. In the course of four years she wrought great things and accomplished wonders. Her eagerness to pluck away the veil of ignorance that surrounded her, to enter the treasuries of nature and to become acquainted with the works of man and the causes of things, enabled her to acquire an immense fund of information, and to attain a quickness of apprehension and maturity of reflection seldom to be found in persons of her age. Her understanding is capable of conceiving the outer world and of painting in itself the invisible pictures of all objects.

Helen's mind is of the highest order. Its

activity is unremitting and its grasp most powerful. It neither tires nor faints in its travels in the regions of thought and knowledge. Like a lark, it soars far above our heads in search of what is beyond the range of ordinary perceptions, and each heaven attained reveals to her a higher one.

Helen is of Emersonian temper in the intuitionial quality of her mind. She leaps to conclusions with startling rapidity. Things come to her by true inspiration; that is, by inbreathing. Her intellectual framework is teeming with energy and alertness. Here all is motion, quickness, change. No one can appreciate a situation with finer and more delicate instinct or understand things more quickly than she does, catching up their meaning instantly, and expressing it with preëminent happiness of insight.

“Who can tell, when her ears were sealed,  
What harmonies appeased her soul  
With spirit’s recompense for dole  
Of happiness that senses may yield?”

Helen’s mind, winged by emotion, goes forth and gathers honey from the bloom of creations. Of all the divers intellectual natures with which I have ever been brought into intercourse, hers is one of the most fecund. The domain of her knowledge is incredibly ample and varied. She has made elementary studies in natural history, cosmography, mythology, biography and English

literature. Her stores of information are amazingly large. She may be fittingly called a little cyclopedia. She is always ready to discourse with fluency on plants and flowers, on animals and birds, on the blue sky and the heavenly bodies, on countries and cities, on mountains and rivers, on the Olympian gods and goddesses and the Greek heroes, on the landing of the Pilgrims and the battle of Lexington, on Leonidas and Washington, on Socrates and Emerson, on the Acropolis and the Capitoline hill, on Pompeii and Herculaneum, on Pheidias and Praxiteles, on Shakespeare and Byron, on Tennyson and Longfellow, on Andersen's tales and Miss Alcott's stories, on St. Peter's basilica and the cathedral of St. Mark, on Michael Angelo and Beethoven, and on innumerable other topics. Moreover, by constant exercise of her faculties she has acquired that capacity for viewing, assorting and arranging the facts within her knowledge, which is the essence of culture.

Helen delights in wandering in pastures new of knowledge, and her insatiable curiosity manifests itself in many directions. She is passionately fond of every branch of study, and her nimble fingers are constantly at work gathering information from various fields; but geography is her particular favorite. Foreign countries and their history and romantic traditions are peculiarly fascinating to her, and one of her sweetest dreams is to travel

**abroad** when she reaches the thirteenth year of her age, and to visit England and the continent of Europe and their potentates and rulers. On these subjects she expressed herself in the following charming letter, which I received from her while I was preparing to cross the Atlantic, and which gives also some idea of her knowledge of the different varieties of roses, and of her enjoyments at home: —

TUSCUMBIA, ALA., May 18, 1889.

**MR DEAR MR. ANAGNOS:** — You cannot imagine how delighted I was to receive a letter from you last evening. I am very sorry that you are going so far away. We shall miss you very, very much. I would love to visit many beautiful cities with you. When I was in Huntsville I saw Dr. Bryson, and he told me that he had been to Rome and Athens and Paris and London. He had climbed the high mountains in Switzerland and visited beautiful churches in Italy and France, and he saw a great many ancient castles. I hope you will please write to me from all the cities you visit. When you go to Holland please give my love to the lovely princess Wilhelmina. She is a dear little girl, and when she is old enough she will be the queen of Holland. If you go to Roumania please ask the good queen Elizabeth about her little invalid brother, and tell her that I am very sorry that her darling little girl died. I should like to send a kiss to Vittorio, the little prince of Naples, but teacher says she is afraid you will not remember so many messages. When I am thirteen years old I shall visit them all myself.

I thank you very much for the beautiful story about Lord Fauntleroy, and so does teacher.

I am so glad that Eva is coming to stay with me this summer. We will have fine times together. Give Howard my love, and tell him to answer my letter. Thursday we had a picnic. It

was very pleasant out in the shady woods, and we all enjoyed the picnic very much.

Mildred is out in the yard playing, and mother is picking the delicious strawberries. Father and Uncle Frank are down town. Simpson is coming home soon. Mildred and I had our pictures taken while we were in Huntsville. I will send you one.

The roses have been beautiful. Mother has a great many fine roses. The La France and the Lamarque are the most fragrant; but the Marechal Neil, Solfaterre, Jacqueminot, Nipheots, Etoile de Lyon, Papa Gontier, Gabrielle Drevet and the Perle des Jardines are all lovely roses.

Please give the little boys and girls my love. I think of them every day and I love them dearly in my heart. When you come home from Europe I hope you will be all well and very happy to get home again. Do not forget to give my love to Miss Calliope Kehavia and Mr. Francis Demetrios Kalopothakes.

Lovingly, your little friend, HELEN ADAMS KELLER.

Of all the parts of Europe in which Helen manifests a profound interest, there are two, Greece and Italy, which supply her mind with the most vivid pictures and with ample materials for a great variety of thought. The genial climate of these countries, their picturesque scenery, their classical antiquity, their celebrated monuments and art treasures, and the halo of fame and glory that surrounds them, captivated her fancy and became the warp and woof of some of the finest textures woven by the loom of her intellectual faculties. At the last yearly commencement of the institution,— which occurred on the first Tuesday of June, and in which she took a most

prominent part,—a brief description of the principal cities and towns of Italy was her chosen theme for the exercise in geography, which had been assigned to her. In speaking of the “land of song and flowers” she used most glowing and poetic language. Her account was given in a vivacious and spirited manner by the medium of dactylogy, and was interpreted to an immense audience by the voice of her teacher who stood by her. The fingers of the child moved with the rapidity of lightning, and the words flowed from them at the rate of about eighty per minute, making a steady and continuous stream, not unlike that which is formed by the exodus of the bees from their hives on a pleasant spring day, when the blossoming trees and flowering plants invite them to gorgeous feasts.

The following is the complete text of Helen's recitation:—

Italy is a country rich in beauty, beautiful blue skies, lovely scenery; rich, too, in works of art,—grand cathedrals, beautiful paintings and statuary; rich, also, in poetry and music. Oh, Italy! lovely Italy! land of song and of flowers! How happy I shall be when I am old enough to visit her great cities, for books and friends' descriptions have made them dear to me! I shall go to Rome first, and touch the many ruins which tell of the power and magnificence of Rome two thousand years ago. I fear I shall be very sad when I touch the ruins of the Pantheon and the Coliseum, but I shall try to forget that I am living hundreds of years after the glories of Rome have vanished. I shall try to imagine that the great generals are passing

under the triumphal arches just as they did long ago, when Rome was the "mistress of the world."

There is something in Rome which is not in ruins that will interest me greatly. It is the wonderful, beautiful Basilica. I am sure that when I stand in St. Peter's I shall feel its beauty and majesty, as I feel the grandeur of the mountains when I am near them. The many palaces in Rome will also interest me. The Vatican is the most splendid of all. It is filled with rare works of art, which have been collected and preserved by the different Popes.

I wonder what Romulus would think if he knew that four of the seven hills on which the ancient city was built are now almost deserted; and how very strange it would seem to him to find Rome the peaceful capital of a united Italy.

After Rome, I shall visit Florence. Florence is another of Italy's famous cities. It is situated on both banks of the Arno, in a lovely valley surrounded by mountains. No city in the world has so many beautiful art treasures as Florence, and many of the world's greatest painters, sculptors and architects were her children. Opposite the Duomo, the largest and finest church in Florence, stands the Baptistry, with its beautiful bronze doors. I can hardly believe that mere doors can be so splendid as my friends tell me those of the Baptistry are.

From Florence I shall go to Venice. I like to think that Venice is a beautiful ship at anchor,—forever rocked and kissed by the gentle waves of the blue Adriatic. Venice is built on a cluster of small islands formed by canals, and connected by bridges. It is a very quiet city, for there are no horses there, except the wonderful bronze horses over the entrance to the San Marco. The gondolas glide lightly and gracefully along the canals, flitting under the great bridges like silent birds.

But we must leave Venice, lovely child of the sea, and hasten on to Naples. Naples is the most extensive city in Italy. It is situated on the northern shore of its own glorious bay. My

friends have told me how beautiful the scenery around Naples is, and I can easily imagine that it is a charming place, with its lovely villas perched upon the mountain sides, its woods, its terraced gardens, its towers and castles. And just outside the city Vesuvius, king of volcanoes, lifts his gigantic head, and at his feet lies the ancient city of Herculaneum, buried beneath the cinders and lava which rushed like a mighty river from the mouth of angry Vesuvius ; and twelve miles distant from Naples sleeps Herculaneum's sister, Pompeii, which was overwhelmed and buried in the same way.

In the musuem at Naples there are many vases, bronzes and paintings which have been taken from the ruins of these cities. The king's summer palace is situated on the very summit of a hill that overlooks Naples. The Prince of Naples is named for his noble grandfather, Victor Emmanuel, and he will one day be king of this beautiful land. Is it not a wonderful inheritance ?

This composition is masterful. It abounds in clever touches, in picturesque imagery, in forcible and felicitous expression. The ideas therein contained are poetical in their essence, and as such they glisten through the simplest words. They are the result of a flight of the intellect made by the aid of imagination's wings.

Helen's appearance on the platform was hailed with tremendous applause, and the enthusiastic reception accorded to her by the audience was an appreciative tribute to her extraordinary talents.

Doubtless there are numerous seeing and sightless children whose love of books is ardent, and who are very happy in their company ; but none of them can excel Helen in this respect. Her place

is at the head of the line. She is an insatiable reader and a true worshipper of literature. She lives and moves and has her being in it. She thinks with Cowper, that —

“Books are not seldom talismans and spells.”

She greedily devours every page printed in raised letters that falls into her hands. Her friends watch her with wonder as she crouches in a corner of the sofa absorbed in a book and turning over its leaves with energetic rapidity. In the course of a single day she can go through a whole story occupying a volume of moderate size, and then in the evening entertain the family circle by giving them an accurate account of it. This is what she actually did last winter, to the delight of her associates.

When a gentleman asked her whether she was a republican or a democrat in her political views and affiliations, she replied significantly: “I am on the fence. I must study civil government, political economy and philosophy, before I jump.”

Helen is possessed of such an acute and penetrating understanding that nothing escapes her notice. Her faculty of remembering things is not less remarkable. The minutest details of history, chronology, zoölogy, biography, metaphysics, indeed, of any branch of study of which she has once become cognizant by means of the tips of her fingers or otherwise, she treasures in her

memory and uses at will. In this manner she gathers a vast amount of knowledge, and she often astonishes her teachers and schoolmates with startling remarks on various subjects. The following extract, copied from my memoranda, is inserted here as one of the numerous illustrations of this point, which could be given did space permit:—

FEB. 1, 1891.—I have just called on Helen to see how she was, and I was delighted to find her improving steadily. She was in excellent spirits, and as bright as she could be. She looked a little pale; but her countenance was very clear and her mind as brilliant as ever. Her first and most pressing question was as to whether I had decided to send to Pittsburg for little Tommy Stringer, and have him brought to Boston and placed under her special care and tutorship. "I will teach him and look after him," said she, with great emphasis. In pleading the case of this victim of triple affliction she was fired with an eloquent earnestness which was resistless. Nothing but a definite promise could satisfy and pacify her. When this was given she was overjoyed, and turned the conversation to other subjects. She asked me who Memnon and Sappho and Tantalus and Orpheus and Phidias and Amphion were. Evidently she had found these names in Mrs. Anagnos's poem, entitled the "Deaf Beethoven," which she had read in raised print, and wished to have a full explanation of all of them. After perusing this poem she made the following touching remark: "I am 'wedded to silence,' like the great master, but I am very glad that my teacher is not."

Helen has an extraordinary power of assimilating what she reads or learns by means of intercourse with others, of making it quite her own, and of reproducing it with her image and superscription.

In reading, as well as in ascertaining the qualities of all tangible objects which are within her reach, she uses her fingers unweariedly; but, when she arrives at the limit, beyond which the material organs cannot be of further service to her, she takes to the sensibilities that perceive more than the senses can, as the mariner launches from the creek to the bay, as the bird mounts from the twig to the air.

The following extracts from one of Miss Sullivan's letters, dated Tuscumbia, Ala., Sept. 13, 1891, show how strong is Helen's passion for books:—

. . . Sometimes the pony would step on a rolling stone and nearly throw Helen over his head, a performance which she enjoyed exceedingly. "Roguish pony," she would say, "you are getting very playful." Whether at home or on the mountain, she has a consuming passion for books. She seems to become less and less aware of her outward self. When left alone she will read and re-read for hours together the few books which form her little library. I think she is even more quiet, more thoughtful and imaginative than when you last saw her. She is quickly and deeply impressed by all that she reads. So marked is this quality that she seems to live a sort of double life, in which the scenes and characters she has read of are as real to her as the every-day occurrences and the people in the house. Yesterday I read to her the story of Macbeth, as told by Charles and Mary Lamb. She was very greatly excited by it, and said: "It is terrible! It makes me tremble!" After thinking a little while, she added: "I think Shakespeare made it very terrible, so that people would see how fearful it is to do wrong."

A few days ago we were gathering wild asters and goldenrod which grew on the hillside near the springs. Helen seemed to realize for the first time that the springs were all surrounded by mountains, and she explained it in such a pretty way. "Why!" she exclaimed, "the mountains are crowding around the springs to look at their own beautiful reflections."

One day she was riding on horseback with me, and nearly fell off while reaching out to catch the leaves as we rode along. When she was safely seated again I said, "You have been a naughty girl! How could I have gone home to mother without you?" "You need not have gone home to mother without me," she sobbed. "You could just as well have tied me up in a bundle and taken me home to my mother."

The following postscript, copied from a letter which I received from her during the summer vacation, gives an idea of her insatiable hunger for books, as well as of the kind of literature of which she is particularly fond:—

Will you please send me Bryant's poems and Evangeline? I have read all of my books over and over.

The two volumes mentioned in this requisition were sent to Helen without delay, and in a few weeks I received from her the following letter, which speaks for itself:—

TUSCUMBIA, ALA., Sept. 29, 1891.

MY DEAR MR. ANAGNOS: — I was overjoyed to get Evangeline. What a sad, sweet poem it is! I could not keep back my tears when I read how the happy homes of Acadie were made desolate. Are not these lines about Evangeline mournful? I think they will always make me cry: —

"Something there was in her life incomplete, imperfect, unfinished;  
As if a morning of June, with all its music and sunshine,  
Suddenly paused in the sky, and, fading, slowly descended  
Into the east again, from whence it late had arisen."

If you read my letter to Miss Lane you know what I did while we were on the mountain. Oh, how I enjoyed the books teacher read to me! Reading new books is like making new friends. The days were bright and cool on the mountain, and I enjoyed the walks and rides through the woods with dear teacher. We were especially happy when the trees began to put on their autumn robes. Oh, yes! I could imagine how beautiful the trees were, all aglow, and rustling in the sunlight. We thought the leaves as pretty as flowers, and carried great bunches home to mother. The golden leaves I called buttercups and the red ones roses. One day teacher said, "Yes, they are beautiful enough to comfort us for the flight of summer." Sweet, wise Mother Nature thought we might miss the wondrous summer days, so she sent us September with

"Its sun-kis't hills at eventide,  
Its ripened grain in fields so wide,  
Its forest tinged with touch of gold,  
A thing of beauty to behold."

Such amusing things happen sometimes. I will tell you what a little darkey said to father one day. One of the small calves swallowed a peach-seed, and father's hand was so large that he could not get it out. So he said to Pete, "Put your hand down the calf's throat and get the peach-seed." "Aint going to do any sech thing," said Pete. "I dun seed too many mens wider hands bit off by calves."

Teacher says she has told you in her letter that we are not coming to Boston this year. I know you will miss your little bird, for you will seek for her in vain. Sunnier skies have whispered and beckoned your poor bird away. Somewhere she still is singing, but you will be sad when you pass her empty

nest. But listen, dear friend, while a secret I tell to you.  
Another springtime is coming after the snow has gone, and  
then your robin will come back to you.

I will write again soon. Please give my love to everybody,  
and kiss Tommy for me.

Lovingly, your own birdie,

H. A. K.

### *Mental Faculties.*

"She is endowed with the highest gifts,  
The vision and the faculty divine."

*Wordsworth.*

Helen's mind seems almost to have created itself, springing up under every disadvantage, and working its solitary but resistless way through a thousand obstacles. It is enriched with an extraordinary set of powers and capacities, which are ever on the alert to serve it at its bidding and minister to its functions with alacrity and efficacy. Sense-perception, association, memory, imagination, comparison, abstraction, generalization and the reasoning power,— all these are developed and in a way to balance each other. They enable her to receive, revive and modify perceptions; to analyze, sift, weigh and compare impressions; and to produce ideas which reflect not dimness or pale moonlight, but effulgent solar splendor.

But, brilliant and magnificent as is the constellation of Helen's intellectual faculties, some of the stars that compose it differ essentially from the rest in grandeur and lustre. Unquestionably the

most luminous and resplendent among them are three,—quickness of perception, memory and imagination. These constitute the essence of her genius.

*Quickness of Perception.*

" How fleet is a glance of her mind !  
Compared with the speed of its flight,  
The tempest itself lags behind,  
And the swift-winged arrows of light."

*Couper.*

Helen is most exquisitely organized. The elements that enter into the structure of her being are of the nicest and most refined character. Her power of perception is as remarkable as ever. Its keenness is truly marvellous. It almost robs physical blindness of its sting. It enables her to recognize objects more quickly and to comprehend them more deeply and fully than ordinary seeing and hearing persons do. She perceives everything in a flash. Her sensibility is so fine that the slightest touch or influence on her frame acts like an electric spark kindling a flame in her mind, which is firmly held in blaze by it, and renders things clear to the thinking and active principle within her. Her intellectual sight is not only free from the dimness which Aristotle compares to that of an owl's eyes, but it is of unsurpassed sharpness and infinite reach.

Last spring Helen made at Abbot Academy in Andover a little visit, of which a detailed descrip-

tion was written for the Boston *Evening Transcript* by a special correspondent. In the following extracts from this interesting account several instances of her marvellous quickness of perception are related:—

This morning Helen was invited by the art teacher to the cast-room of Abbot Academy. Here she saw for the first time a head of Niobe, and upon passing her hands over the face, she at once recognized its expression of suffering.

Her acquaintance with the great names in mythology, history and literature became apparent in the examination of other casts. Two heads of Nero—one representing him as a child, and the other as an emperor—were most carefully examined and contrasted, and it was a sad wonder to Helen how such “a sweet and innocent child” could develop into the wicked man she knew Nero to have been. From the lips of the man’s face she quickly read the dominant characteristic of pride.

She was much impressed by the thought and sorrow depicted upon the face of Dante. When the face was named for her, she said at once, “He was an Italian writer and lived in Florence.” Later in the day, as if the face was still present in her mind, she asked her teacher what had brought grief into Dante’s life.

Venus was joyfully recognized, and a head of Zeus suggested a vivacious recitation of the following Homeric lines relating to Athena:—

“She sprang of a sudden from out the immortal head, shaking her pointed lance; huge Olympus was shaken to its base under the weight of the gray-eyed goddess, and all around the earth groaned terribly.”

In decided contrast to the casts of ancient sculpture was a baby figure of the renaissance period of art. This was examined with loving tenderness, while to every feature of its

face and form Helen applied descriptive words from a poem recently learned. As her hand rested upon the baby forehead, the words were —

“A brow reflecting the soul within,  
Untouched by sorrow, unmarked by sin.”

Helen showed much pleasure in receiving from the senior class of the school a cast of “The Lion of Lucerne,” in remembrance of her visit. From the cast-room she went to a studio containing many articles used as subjects for sketching or painting. Here, as when among the casts, she exhibited an appreciative knowledge of whatever she examined. Very often one realized how poets’ words had made things beautiful to her, as, for instance, when she examined a flax-wheel, and asked if the flax were blue, thinking of the poetical simile —

“Blue were her eyes as the fairy flax.”

It was most interesting to note Helen’s examination of two quaint little figures, illustrative of the story of “The Brownies.” Her teacher did not suppose that Helen had ever heard of hard-working fairies; but, when told about the brownies, she remembered the elves who had helped a poor shoemaker make shoes.

From Miss Sullivan’s notes and memoranda I take the following extracts, which give additional illustrations of Helen’s astonishing quickness in perceiving and associating ideas, as well as of her devotion to her pets and of her warm sympathy with all living creatures: —

One day, while her pony and donkey were standing side by side, Helen went from one to the other, examining them closely. At last she paused with her hand upon Neddy’s head, and addressed him thus: “Yes, dear Neddy, it is true that you are

not as beautiful as Black Beauty. Your body is not so handsomely formed, and there is no proud look in your face, and your neck does not arch. Besides, your long ears make you look a little funny. Of course you cannot help it, and I love you just as well as if you were the most beautiful creature in the world." She left the donkey with a tender caress, and went to her pony, her whole face lighting up with admiration as her sensitive hand followed the graceful lines which seeing persons so much admire.

She was asked why an elephant was like a traveller. Without hesitating an instant she replied, "I suppose because he carries his trunk about with him." But I ought to say that the person giving the conundrum made a mistake at first, and asked, "Why does an elephant carry a trunk?" Helen laughed and said, "Because he cannot help it; you know it is grown to the end of his nose." She then made what she calls a "word puzzle" out of *conundrum*, which was this: "I am made up of three syllables; my first is a company, my second lives in seclusion and my third is heard in battle; altogether I am a puzzler."

Helen has been greatly interested in the story of "Black Beauty." To show how quickly she perceives and associates ideas, I will give an instance which all who have read the book will be able to appreciate. I was reading the following paragraph to her: —

"The horse was an old, worn-out chestnut, with an ill-kept coat, and bones that showed plainly through it; the knees knuckled over, and the forelegs were very unsteady. I had been eating some hay, and the wind rolled a little lock of it that way, and the poor creature put out her long, thin neck and picked it up, and then turned round and looked about for more. There was a hopeless look in the dull eye that I could not help noticing, and then, as I was thinking where I had seen that horse before, she looked full at me and said, 'Black Beauty, is that you?'"

At this point Helen pressed my hand to stop me. She was sobbing convulsively. "It was poor Ginger," was all she could say at first. Later, when she was able to talk about it, she said, "Poor Ginger! The words made a distinct picture in my mind. I could see the way Ginger looked; all her beauty gone, her beautiful arched neck drooping, all the spirit gone out of her flashing eyes, all the playfulness gone out of her manner. Oh, how terrible it was! I never knew before that there could be such a change in anything. There were very few spots of sunshine in poor Ginger's life, and the sadnesses were so many!" After a moment she added, mournfully, "I fear some people's lives are just like Ginger's."

This morning Helen was reading for the first time Bryant's poem, "Oh, mother of a mighty race!" I said to her, "Tell me, when you have read the poem through, who you think the mother is." When she came to the line, "There's freedom at thy gates, and rest," she exclaimed, "It means America! The gate, I suppose, is New York City, and Freedom is the great statue of Liberty." After she had read "The Battlefield," by the same author, I asked her which verse she thought was the most beautiful. She replied, "I like this verse best, —

Truth, crushed to earth, shall rise again;  
The eternal years of God are hers;  
But Error, wounded, writhes with pain,  
And dies among his worshippers.'"

I do not think many children of eleven would have selected this verse. Her mind is so gifted by nature with capacities and powers that she is able to understand every possible variety of external relations.

It is extremely interesting to watch her while reading. The pages of the book she is perusing are paintings, to which her imagination gives color and life. She is at once transported into the midst of the events of her story. She rejoices when justice wins, she is sad when virtue lies low, and her face glows

with admiration and reverence when heroic deeds are described. She even enters into the spirit of battle; she says, "I think it is right for men to fight against wrongs and tyrants."

Helen seems to be endowed with an inner vision, which opens to her magnificent vistas of such beauties as are hid from common view. The light which beams within her is of such subtle quality, of such spiritual virtue, that it not only illumines but transfigures whatever it falls on, and wherever it strikes it reveals something of the mystery of her being. To her the two vast worlds of mind and matter are not made up of opaque facts, cognizable by the understanding, and by it handled grossly and directly. Things, conditions, impressions, are taken lovingly into her mind, and are made prolific there by the power of thought. She possesses more than usual emotional capacity, in combination with sensibility to the beautiful, and is thereby stimulated to mould and shape into fresh forms the stores gathered by perception and memory, or the material originated within the mind through its creative fruitfulness. It was the power and range of Helen's inner vision that made a most profound impression on Mr. Steadman, one of the noblest poets of America, and moved him to give utterance to his feelings in a beautiful poem, from which we extract the following lines: —

"Ours is the darkness — thine the light.  
Within thy brow a glory plays;  
Shrine, blossom, dewdrop, all are bright  
With quenchless rays."

*Memory.*

"Hail, Memory, hail! in thy exhaustless mine  
From age to age unnumber'd treasures shine!  
Thought and her shadowy brood thy call obey,  
And place and time are subject to thy sway!"

*Rogers.*

Helen is a true daughter of Mnemosyne. Her memory is one of her most powerful faculties. It is a kingdom in which she reigns supreme,—a paradise out of which she cannot be driven away. It furnishes her reasoning powers with food, and retains an infinite number of facts and impressions in perfect order. Its capacity is almost boundless and its tenacity fairly marvellous. Feelings, volitions, perceptions, thoughts, events, figures, names of persons and places, she remembers with remarkable vividness and distinctness. She never allows them to die in oblivion. She does not know the taste of the Lethean waters. Her mind is a vast repository of impressions and recollections, which are imprinted upon its texture like pictures upon the photographic glass. Images once made on it never fade or vanish. They are fixed therein so firmly that no lapse of time, nor nervous agitation, nor accumulation of work nor any other cause, can displace them.

Kant distinguished between three kinds of memory, namely, the mechanical, the ingenious and the judicious; and Helen's unquestionable

ability to learn by heart and to remember things either by introducing artificial connecting links among them or by means of their natural relation in thought, shows that she possesses all these three varieties.

From a very extensive record of well-authenticated instances of Helen's tenacious memory we cull the following:—

One day last winter, when talking to her about Munich and its environs, I told her that there were five bridges over the river Isar. "No," said she gently; "according to a letter which you wrote to me from Vienna there are only four." An examination of my memoranda proved that she was correct and that I was mistaken.

Again, in a lecture on Rome, which I gave in the hall of the institution to the members of our household, I said that, according to some of the most recent and reliable authorities, the height of St. Peter's cathedral from the pavement to the summit of the cross of the dome is 460 feet. No sooner was this statement conveyed to Helen by the fingers of her teacher than she remarked to the latter, "No, this number is wrong. The right one is 435." This last figure is the exact measurement of Carlo Fontana, which I had mentioned to her in one of my letters about Italy.

By perusing once or twice those of the poems of Longfellow, Whittier, Dr. Holmes, Lowell, Byron, Tennyson and others, which are printed in

raised characters, Helen learns many of them by heart and recites them with great fluency and spirit. Among the Christmas carols, which were published last year, there was one written by Dr. Brooks. This she committed to memory by having it read twice to her, and she could repeat it word for word.

These are only a few examples of the very numerous feats of Helen's wonderful memory, which are no less astonishing than those of the ancient Greeks mentioned by Plutarch; but both time and space forbid us to add more to the list, which might be lengthened *ad infinitum*.

The marvellous power of retaining in the mind such varieties and diversities of past events, thoughts and ideas is generally esteemed as a special gift, and not as an art nor as the result of training and practice; yet, to use Cowper's words,—

“Much depends, as in the tiller's toil,  
On culture and the sowing of the soil.”

But be this as it may, in Helen's case too much care cannot be taken to avoid overburdening and taxing any of her mental faculties too severely. We must not lose sight of the fact that Atlas was weary, and that even the camel rider has sense enough to allow the animal to rise when it has its full load.

*Imagination.*

“ Above, below, in ocean and in sky,  
Thy fairy worlds, Imagination, lie.”

*Campbell..*

Helen's imagination is luxuriant. It is irrepressible, unconfinable. It is like a vast mirror of the mind, on which the images of external objects are reflected in perfect form and with astonishing velocity. By the aid of this faculty she projects her thought into the unseen universe, and discovers in it a multitude of charms that conceal themselves from the generality of mankind. As she is shut out to a very great extent from the real world, she creates an imaginary one for herself, and, with a power akin to necromancy, conjures glorious shapes and pictures and brilliant visions to make solitude populous and irradiate the gloom of the dungeon.

The development of Helen's imagination began at an early period of her education. As soon as her mind was freed from its confinement and exposed to the light and the air and the showers of heaven, the seeds of this faculty, together with those of the others, burst out and grew to maturity. The following extract from one of Miss Sullivan's letters bears testimony to this fact:—

BREWSTER, MASS., July 11, 1888.—There is a pine grove near our house, and while walking there yesterday Helen discovered two trees growing close together. What do you sup-

pose the little witch said while she was standing by them? She pointed to the larger of the two trees, and spelled with her fingers "husband." Then added that the smaller one was a "wife;" and the little shoots she called the "children of the trees." What do you think now of the little woman's imagination?

The study and perusal of books of science and fiction have without doubt furnished indispensable means and methods for the cultivation of Helen's imaginative faculty; but the special fields for its most active exercise have been found in geography, history and poetry. The condition of the earth in pre-historic times, its chemical, zoological and meteorological constitution, the plants and animals that grew or moved upon its surface, together with its relations past, present and future to other worlds, afford scope for the quickening and development of the most lively imagination. The annals of the human race also are filled with scenes of which Helen's mind never tires, while the immortal works of the great masters of verse, created under the influence of the power of the talisman which genius has placed in their hands, retain a steady hold upon her heart, and are to her eternal sources of inspiration.

Helen's writings show the fecundity of her imaginative power. They sparkle with perfect crystallizations of fancy's blossoms, which are sometimes huddled in clusters upon the blazing page. The following letter, which I received from

her last summer, illustrates the flights of her imagination, as well as the aptness of her metaphors and the energy of her expression:—

TUSCUMBIA, ALA., Aug. 8, 1891.

MY DEAR MR. ANAGNOS:—I shall not let this beautiful bright morning pass without writing to you, for I am sure you are wondering why the south winds bring you no pleasant news of Helen.

I have thought about you many times every day, and wished that you were here to share in the joys which have come to me. You know about the beautiful surprise which came to us on the "glorious Fourth," two days after I reached home. Oh, how I wish you could see the lovely, fragile little thing that is curled up in mother's arms! I do not think you would dare to touch baby brother yet, because, you see, he is so tiny and soft and weak that a tall man might hurt him. I have named him Phillips Brooks, for my good and dear friend Bishop Brooks. I hope little Phillips will grow up tender and wise and loving like his namesake.

We had a delightful time at Mr. Wade's. Archer and a little girl who was visiting him and myself had great fun playing with the donkeys, of which there were thirteen. We also rode horseback, and teacher and Mr. Jack had some very exciting races. I was very sorry indeed to leave my kind friends, although I was eager to get home. I found Mildred shy and merry, and as lovely as a summer morn. I had a great deal to tell mother of the dear, loved friends whom I had left in Boston, and of all the pleasant things which happened last winter. I was pleased to find my birthday letter waiting for me, and thank you for it and for the pretty gift which I received on my birthday from you. I found Neddy fat and lazy as a donkey can be. When he saw me he gave a queer little sniff, as though he would say, "Dear me! what a tall girl! I hope she does not expect me to carry her!" Eric is

very fond of teacher and me. She will not willingly be separated from us a moment. When I take my nap after dinner she lies down beside me quite cosily. She has the same intelligent, loving expression that I used to feel in poor Lioness's face. But now I am going to tell you something which will astonish you! I have a splendid new pet! A beautiful, high-spirited black pony! Oh, such fun! such fun as I shall have galloping over the fields on my Black Beauty! Mr. Wade gave him to me. I wish I could bring him to Boston, so that you could see me ride.

We have had the greatest quantity of fine fruit this summer, peaches, grapes, plums, watermelons, and in a few days the pears will be ripe. Teacher is downstairs helping mother preserve plums, and nurse little Phillips, for his nurse would not stay, and poor mother is not very strong, I fear. I do not know what I should do without teacher. When she is busy helping mother the hours seem very, very long to me; but I will not fret. As soon as she can she will come to me, and we will be happy, oh, so happy together! Mother says that I have a great deal to thank you for, and I do thank you and love you for all your goodness to me. I love you more because you sent my precious teacher to me than for everything else you have done for me.

We have had several thunder-storms this summer, and teacher and I watched from our window the great black clouds chasing one another swiftly across the sky, seeming to growl angrily when they met, and sending bright flashes of lightning at each other like swords. I liked to fancy that there was an army of warriors living on the planet Mars, and another army of giants living on Jupiter, and that all the noise and tumult was caused by a great battle going on between them. The rain, I suppose, which usually falls in heavy drops after one of these battles, shows that the warriors are sorry for their bad conduct, and are weeping over the distress they have caused. This thought made me feel more kindly toward them, and when I

found that the air was fresher and sweeter, the flowers brighter, the grass greener, and that the sun never looked so smiling and happy as he does when he brings us the glad news that the battle is over, why, I was grateful to the giants and the warriors for the battle.

I fear my writing is not very nice, but I hope you can read it without much trouble.

What do you hear about Tommy? I wish Miss Bull would write and tell me about him. I enclose the check which you sent for me to endorse.

I hope you are having a pleasant vacation. Little sister sends you a kiss and we all send our love. From your own loving little girl, with many kisses and hugs.

HELEN A. KELLER.

Such thoughts as are expressed in this letter can only grow in the soil of pure and large sensibilities.

When I was about to send my manuscript to the printer I received as a birthday present the following story, with the accompanying brief note. The story gives tangible proof of Helen's extraordinary imagination, as well as of the originality of her thoughts and ideas, the vividness of her descriptions, the elegance of her style and the tenderness of her feelings.

TUSCUMBIA, ALA., Nov. 4, 1891.

MY DEAR MR. ANAGNOS:—I shall send you to-day a little story which I wrote for your birthday gift. I shall think of you often on the seventh, and wish that I could give you a birthday kiss. Mother and father and teacher send love and best wishes for many happy returns of the day.

Lovingly, your own

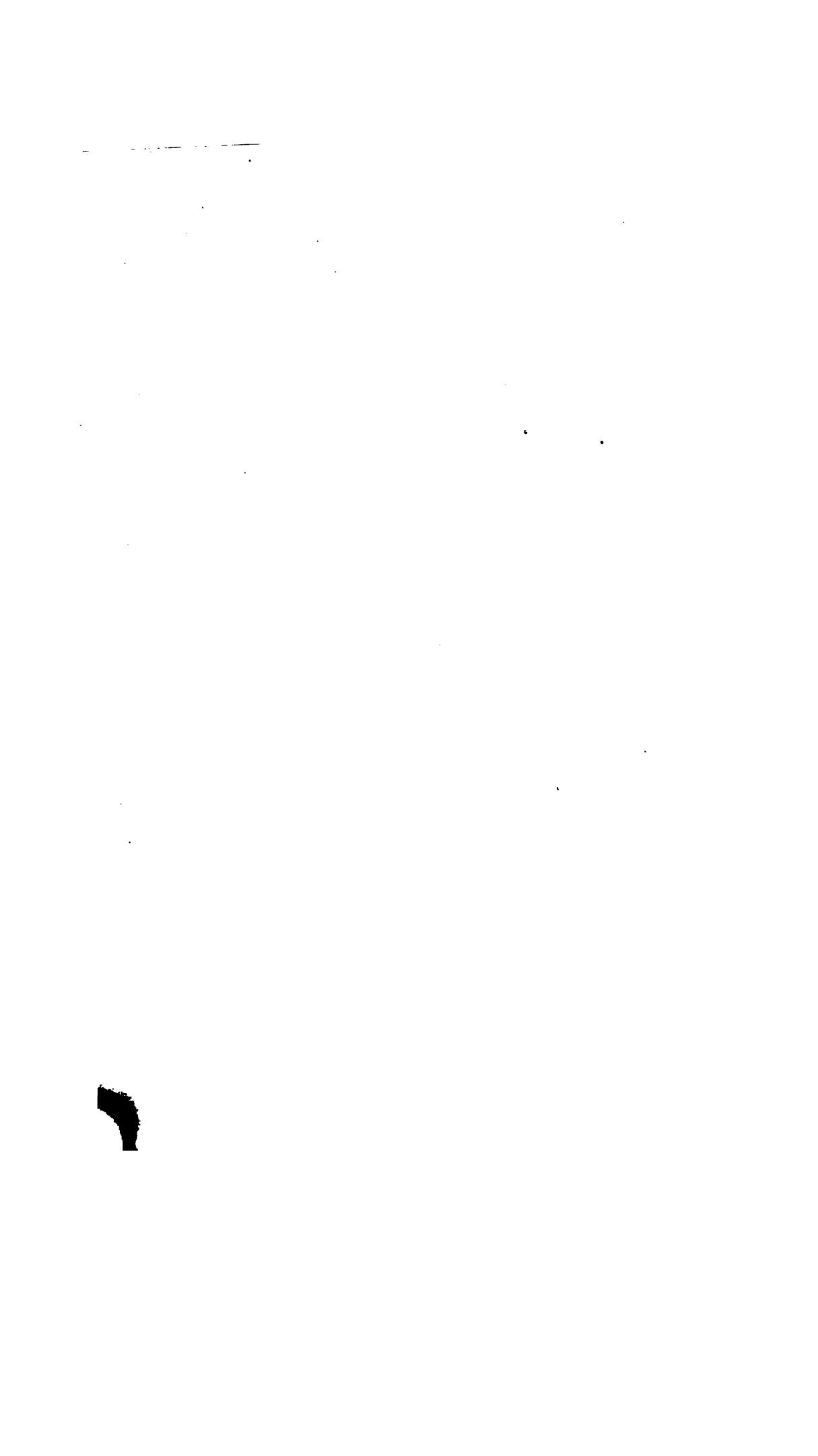
HELEN.

## NOTE.

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Since this report was printed I have received evidence through the Goodson Gazette of Staunton, Va., that the story by Helen Keller, entitled "King Frost," is an adaptation, if not a reproduction, of "Frost Fairies," which occurs in a little volume, "Birdie and his Fairy Friends," by Margaret T. Canby, published in 1873. I have made careful inquiry of her parents, her teacher and those who are accustomed to converse with her, and have ascertained, that Mrs. Sophia C. Hopkins had the volume in her possession in 1888, when Helen and her teacher were visiting her at her home in Brewster, Mass. In the month of August of that year the state of Miss Sullivan's health was such as to render it necessary for her to be away from her pupil for awhile in search of rest. During the time of this separation, Helen was left in charge of Mrs. Hopkins, who often entertained her by reading to her, and, though Mrs. Hopkins does not recollect this particular story, I presume it was included among the selections. No one can regret the mistake more than I.

M. AGNOS.



## THE FROST KING.

King Frost lives in a beautiful palace, far to the north, in the land of perpetual snow. The palace, which is magnificent beyond description, was built centuries ago, in the reign of King Glacier. At a little distance from the palace we might easily mistake it for a mountain whose peaks were mounting heavenward to receive the last kiss of the departing day. But on nearer approach we should discover our error. What we had supposed to be peaks were in reality a thousand glittering spires. Nothing could be more beautiful than the architecture of this ice-palace. The walls are curiously constructed of massive blocks of ice which terminate in cliff-like towers. The entrance to the palace is at the end of an arched recess, and it is guarded night and day by twelve soldierly looking white bears.

But, children, you must make King Frost a visit the very first opportunity you have, and see for yourselves this wonderful palace. The old king will welcome you kindly, for he loves children, and it is his chief delight to give them pleasure.

You must know that King Frost, like all other kings, has great treasures of gold and precious stones; but as he is a generous old monarch he endeavors to make right use of his riches. So wherever he goes he does many wonderful works: he builds bridges over every stream, as transparent as glass, but often as strong as iron; he shakes the forest trees until the ripe nuts fall into the laps of laughing children; he puts the flowers to sleep with one touch of his hand; then, lest we should mourn for their bright faces, he paints the leaves with gold and crimson and emerald, and when his task is done the trees are beautiful enough to comfort us for the flight of summer. I will tell you how King Frost happened to think of painting the leaves, for it is a strange story.

One day, while King Frost was surveying his vast wealth and thinking what good he could do with it, he suddenly

bethought him of his jolly old neighbor, Santa Claus. "I will send my treasures to Santa Claus," said the king to himself; "he is the very man to dispose of them satisfactorily, for he knows where the poor and the unhappy live, and his kind old heart is always full of benevolent plans for their relief." So he called together the merry little fairies of his household, and, showing them the jars and vases containing his treasures, he bade them carry them to the palace of Santa Claus as quickly as they could. The fairies promised obedience, and were off in a twinkling, dragging the heavy jars and vases along after them as well as they could, now and then grumbling a little at having such a hard task, for they were idle fairies, and loved to play better than to work. After a while they came to a great forest, and, being tired and hungry, they thought they would rest a little and look for nuts before continuing their journey. But, thinking their treasure might be stolen from them, they hid the jars among the thick green leaves of the various trees until they were sure that no one could find them. Then they began to wander merrily about, searching for nuts, climbing trees, peeping curiously into the empty bird's nests and playing hide-and-seek from behind the trees. Now these naughty fairies were so busy and so merry over their frolic that they forgot all about their errand and their master's command to go quickly; but soon they found to their dismay why they had been bidden to hasten, for, although they had, as they supposed, hidden the treasures carefully, yet the bright eyes of King Sun had spied out the jars among the trees, and, as he and King Frost could never agree as to what was the best way of benefiting the world, he was very glad of a good opportunity of playing a joke upon his rather sharp rival. King Sun laughed softly to himself when the delicate jars began to melt and break. At length every jar and vase was cracked or broken, and the precious stones they contained were melting too, and running in little streams over the trees and bushes of the forest.

Still the idle fairies did not notice what was happening, for

they were down on the grass, and the wonderful shower of treasure was a long time in reaching them; but at last they plainly heard the tinkling of many drops falling like rain through the forest, and sliding from leaf to leaf until they reached the little bushes by their side, when to their astonishment they discovered that the raindrops were melted rubies, which hardened on the leaves and turned them to crimson and gold in a moment. Then looking around more closely, they saw that much of the treasure was already melted, for the oaks and maples were arrayed in gorgeous dresses of gold and crimson and emerald. It was very beautiful, but the disobedient fairies were too frightened to notice the beauty of the trees. They were afraid that King Frost would come and punish them. So they hid themselves among the bushes and waited silently for something to happen. Their fears were well founded, for their long absence had alarmed the king, and he mounted north wind and went out in search of his tardy couriers. Of course he had not gone far when he noticed the brightness of the leaves, and he quickly guessed the cause when he saw the broken jars from which the treasure was still dropping. At first King Frost was very angry, and the fairies trembled and crouched lower in their hiding places, and I do not know what might have happened to them if just then a party of boys and girls had not entered the wood. When the children saw the trees all aglow with brilliant colors they clapped their hands and shouted for joy, and immediately began to pick great bunches to take home. "The leaves are as lovely as the flowers!" cried they, in their delight. Their pleasure banished the anger from King Frost's heart and the frown from his brow, and he too began to admire the painted trees. He said to himself, "My treasures are not wasted if they make little children happy. My idle fairies and my fiery enemy have taught me a new way of doing good." When the fairies heard this they were greatly relieved, and came forth from their hiding places, confessed their fault and asked their master's forgiveness.

Ever since that time it has been King Frost's great delight to paint the leaves with the glowing colors we see in the autumn; and, if they are not covered with gold and precious stones, I cannot imagine what makes them so bright, can you?

HELEN KELLER.

If there be a pupil in any of the private or public grammar schools of New England who can write an original story like this, without assistance from any one, he or she certainly is a rare phenomenon.

Helen's imagination is not a thin flame kindled deliberately with gathered materials. It is an intense flash born unexpectedly of internal collisions. Independently of words or of pictures of actual objects furnished by perception, her fancy creates for itself scenes and images not less vivid than their tangible representatives. It is penetrative and far-sighted, bringing together things widely sundered, apparently diverse and opposite. It is broad, keen and soaring.

Helen's thoughts are far-reaching, and her nature is one of great depth. To use a phrase of Coleridge, she is an example of endless self-reproduction. She is often visited by those thoughts that come unsummoned out of the invisible like new stars, which out of the unfathomable deeps of the sky dart suddenly upon the vision of the watcher of the heavens.

*Language and Compositions.*

"Her even thoughts with so much plainness flow,  
Their sense untutored infancy may know;  
Yet to such height is all that plainness wrought,  
Wit may admire, and letter'd pride be taught."

*Prior.*

Helen has a marvellous faculty for language, and the progress which she has already made in acquiring her mother tongue is matchless. It exceeds all the glowing anticipations of her instructors and the most sanguine expectations of her enthusiastic admirers. Her vocabulary has become immensely rich and varied.

The number of new words which she has gained during the past three years is incredibly great. She has learned them so fast and in such large groups that it has been found impossible to keep a record of their number. Her knowledge of them is very exact. She has mastered them in all their details, and is perfectly familiar with their spelling and definition, as well as with the various ways in which they should be employed in composition. She understands thoroughly the force of their meaning and the importance of their function as elements of human speech. Perhaps she does not realize fully the immensity of the power which Emile de Girardin ascribes to them, by saying that "a well-chosen word has often sufficed to stop a flying enemy, to change defeat into victory

and to save an empire;" but she shows excellent judgment and fine taste in selecting them.

Helen seems to have a special talent for language. She uses words with delicacy and precision, and suits them to the sense with unerring accuracy. She is led by instinct to perceive their fitness, to give preference to those which appear to her graceful and euphonious, and to avoid their opposites. Eagerly and apparently without conscious effort she frequently resorts to the fields of the synonyms and feasts on their varieties. She does this spontaneously, and not with any intention of conformity to the rules of rhetoric or the canons and requirements of elegant style, because she has never studied them nor has she ever been told anything about them. "The word *stingy* is harsh, and I do not like it," said she one evening. To my question, "what word would you use in its stead?" she immediately replied "*parsimonious*." She earnestly assured her devoted friend, Mrs. Hopkins, that, in speaking of the soles of her shoes, it was more appropriate to say *flexible* than *limber*.

Helen's admirable command of words and the various shades of their meaning, combined with the quickness of operation of her mental faculties, enables her to arrange them with ingenuity and compose numerous charades, puzzles, riddles and the like. Her facility and felicity in forming all sorts of *jeux de mots* are unequalled. Here is one

of her charades. If necessary, she could prepare at short notice a dozen of them, all bearing the mark of her cleverness; but we have room for only one: —

In storm, but not in thunder.  
In tempest, but not in wind.  
In hymn, but not in song.  
In silent, but not in mute.  
In compound, but not in mixture.  
In cunning, but not in cuse.  
The whole a character in the Trojan war.

Helen expresses her ideas in clear, forcible, idiomatic English. There is nowhere on either side of the Atlantic a deaf person who can attempt to equal her in the correct and intelligent use of language. Her diction is immaculate, and it surrounds itself with a magnetic *aura* in which it seems to float. In all that she says and writes, the precision, the perspicuity and the fluency of her language impress themselves vividly on the auditor or reader. Her work is always perfect, and a keen artistic intelligence colors it in every aspect. Words, sentences and paragraphs are held closely and symmetrically together.

Sometimes the life of her finer nature is concentrated in a few lines, as in the diamond are condensed the warmth and splendor that lie latent in acres of fossil carbon. In her directness of language and broad-heartedness of manner Helen brings with her an air which, to use one of

Lowell's expressions, "blows the mind clear," and which is delightfully fresh and tonic, with a genial warmth in it reminding us that it has come from the sunny south.

Helen's letters abound with fine passages, which present her ideas and fancies in a form lucid, concentrated and clear-cut as a cameo. There is not only a striking appropriateness but a peculiar freshness in them, which indicates that her stream of thought flows from ample sources. Be the subject what it may, the reader is left under the double charm of matter and manner. Her character stands out from every page of her writings. Here are displayed her unchanging love for relations and friends, her sympathy with distress, her worship of nature, her adoration of beauty and goodness.

Let Helen speak through the following letters, in confirmation of these statements:—

TUSCUMBIA, ALA., Oct. 29, 1890.

MY VERY DEAR FRIEND: — I have some very good news for you. I wonder if you can guess what it is. But I cannot wait for you to guess; it is so very delightful I must tell it myself. I am coming to Boston next week! Is it not a beautiful surprise? Oh, how glad I shall be to see you, and all the dear friends! My heart beats quick with joy when I think about it. Shall you and Mrs. Hopkins be at the station to meet us? Teacher says you will not know me,—I am so tall; but you must observe my face carefully, and I think you will recognize me. I do not like for my friends not to know me, if they can see perfectly. I am glad when I think of meeting my friends

and playmates, but the thought that I must leave mother and father and darling sister, and my good, faithful dog and my donkey, makes me very sad. Is it not queer for a child to feel like laughing and crying all at once? But I remember that Mother Nature did the same thing last summer. One day we discovered that it was raining quite hard on one end of the porch, while the sun shone out brightly on the other end. It was an interesting phenomenon, was it not? And that is just what is happening in my heart,—it is raining on one side while the other side is bright with gladness. I have written a very sad story. It is about a newsboy, whose life was full of loneliness. Does it not make your heart mournful to think how many little boys and girls are poor and friendless? I wish I could be their little sister and help them. Mr. Brown wrote me about a little boy in Pittsburgh who is blind and deaf, and his parents are too poor to pay a teacher for educating him. He is only five years old. Will you please ask his parents to send him to your institution, and teacher and I will teach him. You must help me to make my little strange friend happy. Everybody is good to me, and my dear heavenly Father wants me to be more helpful for others. We are all well at home. Sunday was Mildred's birthday,—she was four years old. Mother is busy getting my clothes ready. Father has gone to see a sick gentleman at the hotel. Teacher is writing a report. I wish you could see the chrysanthemums, for they are beautiful now. October is nearly gone! It has been a lovely month, and we hate to have it depart. Please give my dear love to Miss Moulton and the rest of my friends.

Your loving playmate,

HELEN A. KELLER.

To Mr. Anagnos.

SOUTH BOSTON, MASS., May 7, 1891.

MY DEAREST MOTHER:—I was delighted, as I always am, to receive your letter, but I was very sorry to hear that you and little sister were not well. I hope these beautiful May-days will make you both strong again. Please tell Mildred that,

although I could not understand her writing, I knew that her little letter was full of loving thoughts for me. I wish she were here,— I would like so much to take her to see Bishop Brooks and the rest of my dear friends. Did you know that they have made Mr. Brooks a bishop? I did not know what a bishop's work was until I had a nice letter from Bishop Brooks. He says a bishop is one who is appointed to take care that people shall be good and happy in the knowledge and love of their heavenly Father. I am glad that you read about our reception in the papers. I wish you and father could have been with us. Dr. Holmes and many other good and wise people came to see the little blind children in their happy home. Baby Tom was there, and he looked very cunning in his new sailor suit. Edith and pretty little Willie Robin were there too. Tommy climbed into everybody's arms, and the ladies and gentlemen were so kind to him that he must have thought the world was full of loving friends. Bishop Brooks told Tommy's sad story, and asked the people to see that Tommy was educated. After the entertainment was over many people gave me money. Now we have nearly seven hundred dollars,— enough for one year. Is it not nice? Tommy has been sick, but he is well now. His teacher is taking care of him. I do not think he has learned any words yet. He loves to climb much better than to spell, but that is because he has not learned what a wonderful thing language is. I have been to the theatre once, to see Mr. Richard Mansfield play "Beau Brummel." Do you know about Beau Brummel? He was a real person, and lived in England long ago. He was a very fastidious and fashionable gentleman. He spent a great deal of time over his toilet, and was thought to be the most elegantly dressed man in England. Even kings and nobles tried to do exactly like Beau Brummel. But he did not pay his debts, and those whom he owed had him put in prison. He died at the end of the play in a cold, dark garret, just as the king and his court were going to take him

away to London. Teacher and I spent Saturday and Sunday at Lexington with Mrs. Tyler. We had a beautiful time. The country was lovely. The peach, pear and cherry trees were all in blossom, and the air was sweet with the scent of growing things. As we rode along we could see the forest monarchs bend their proud forms to listen to the little children of the woodlands whispering their secrets. The anemone, the wild violet, the hepatica and the funny little curled-up ferns all peeped at us from beneath the brown leaves. Sunday morning we drove to Concord, and how shall I tell you of all the interesting things which we saw? We could not forget for a moment that we were upon the road along which Paul Revere galloped on the morning of April 19, '75, arousing the sleeping inhabitants, who hurried from the old houses on either side to die if necessary for their town which was being invaded by the British soldiers. First we passed the tavern which was Lord Percy's headquarters on that eventful day, then I touched the stone which marks the place where the minute-men assembled. This is what their captain said to them: "Stand your ground. Do not fire unless fired upon, but, if they mean to have a war, let it begin here." Next, we passed the well by the roadside where James Hayward met a British soldier, who, raising his gun, said, "You are a dead man." "So are you," replied brave Hayward, and both fired. The soldier was instantly killed and Hayward was mortally wounded. Was it not dreadful for people to kill each other like that? But I am glad that the brave minute-men were not afraid to die when it was their duty to fight. I know my father would have been one of them if he had lived then. Concord is a very pretty place, surrounded by blue hills which look like clouds in the distance. I was delighted to visit Concord, because it was once the home of those dear Alcott sisters we read about in "Little Women." We went all over the house, — not a beautiful house, but one I am sure you would love for the sake of dear, brave and loving Miss Alcott. I tried to imagine Amy making pencil drawings

all over the wall as she used to do long ago, and Jo writing by the window, while sweet little Beth sat by her, sewing, and Meg and John Brooks sat on the broad window-seat, chatting happily. I love the story more than ever, now that I have seen the place where the girls lived. We also saw Emerson's and Hawthorne's homes, and stood on the bank of the river where Hawthorne wrote the "Tanglewood Tales." On the south side of the river fell the first British soldier in the war of the Revolution, and on the opposite side stands a beautiful monument erected in memory of the men "who fired the shot heard round the world." But I must not stop to write any more. I must go to bed, for Morpheus has touched my eyelids with his golden wand. Give my love to father, sister and all my friends.

Lovingly, your little daughter, H. A. KELLER.

These letters, as well as all the writings of Helen, are full of an indescribable charm of their own. Her style is simple and easy, but strong and beautiful,—nay, at times it even approaches the sublime.

"'Tis like the ladder in the patriarch's dream,  
Its foot on earth, its height above the skies."

It springs from her soul. It has the sheen that comes from the bright mind within, not the gloss that is imparted by mere outside polish. It is excellent because of the vivacity of her healthy and poetic feeling, of the nimbleness of her intellect, of her perfect sense of sequence and of her power of artistic expression. Somewhat unvarying it is, but only as the burden of a rippling stream is monotonous, flowing on from thought to thought in harmonious succession. For Helen

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is an accomplished *mistress of the refrain*. Like her favorite harbinger of summer, the swallow, which from its circling flight has been styled by Michelet *l'oiseau du retour*, she loves to hover about and revisit some special phrase, the repetition of which serves as a suggestive undertone to her melody.

Some of Helen's compositions were read last spring to the pupils of one of the grammar schools in South Boston, not only as being remarkable achievements for a child laboring against fearful odds, but also as models of style worthy of imitation.

#### *Oral Language.*

"Hark! the numbers soft and clear,  
Gently steal upon the ear."

*Pope.*

Eighteen months ago Helen achieved success in one of those wonderful undertakings which make her friends and acquaintances think that the age of miracles is not yet past. She succeeded in breaking the chains of mutism, and in learning to use her tongue in conversation. Her voice is no longer silent. The notes of that many-stringed lute have ceased to be hushed, and deep tones now take the place of the dumb signs of dactylology, and speak to us of hope and undaunted courage, of love and happiness, of faith and holiness.

Wonderful as are Helen's intellectual accomplishments, both in variety and magnitude, they pale before this the grandest of all her triumphs.

The history of this achievement is quite brief, and may be told in a few words.

In the month of June, 1888, Helen, accompanied by her mother, her teacher and myself, visited the Horace Mann school for deaf children in this city, and was shown what was going on there. She was then told, for the first time, that the pupils of that institution were trained to speak. This information excited her curiosity, and, although her ideas on the subject were quite vague, she made some effort to acquire the art of talking. By placing the fingers of one hand on the lips and those of the other on the throat of her friends, she learned to say *papa*, *mama*, *baby*, *sister*, and *teacher* quite distinctly. But she went no further than this until March, 1890, when she was told that there was in Norway a blind and deaf girl, named Ragnhild Kaata, who was taught to use oral language. The knowledge of this fact acted like a firebrand on her eager mind, and she became ablaze with earnestness and enthusiasm. While she was at the height of her excitement she said, "I shall learn to speak, too!" No sooner was this emphatic declaration made than she undertook the task of carrying it out. Or, as the ancient Greeks express it,—

*Ἄμ' ἐπος ἀμα δέργονται.*

The principal of the Horace Mann school, on whom Miss Sullivan called with her little pupil for advice as to the course to be pursued in such a case, kindly volunteered her services. Her generous offer was thankfully accepted, and work began there and then. Helen entered upon this new enterprise with the fiery energy which, accompanied as it is by uncommon mental grasp, carries to a prosperous termination whatever she undertakes. Eleven lessons on the elementary principles of articulation constituted the total sum of instruction which she received from Miss Fuller. The rest was done by the child herself, with no other help except that of her own teacher.

Helen's genius was fitted for this emergency, and her will rose to meet it. She labored day and night, in season and out of season, in acquiring the power of making the sounds of words and in learning to pronounce them correctly. Her intensity of purpose, tireless activity and unyielding perseverance made the final success only a question of time, and it was achieved in less than a month. Her determination to learn to talk seemed like an inspiration, and it resulted in a complete triumph. She unloosed her tongue and broke her silence gloriously; and, when she began to give utterance to her feelings and thoughts in vocal tones, angels —

"Forgot their hymns to hear her speak."

In a letter dated May 24, 1890, Miss Sullivan gives the following account of Helen's progress in her studies in general, and of her learning to use oral language in particular:—

During the past year she has continued to acquire knowledge with the same eagerness and tireless perseverance which she has manifested from the beginning. "Tell me more," and, "I am curious about all things," are favorite expressions with her. In arithmetic, geography, zoölogy and botany she has done excellent work,—keeping up with girls four and five years older than herself, and always excelling them in recitation and composition. Aside from what she has learned in school and from books, she has increased her store of general information through contact with the best people in Boston. This year at the Institution has been invaluable to her. It has done more to enrich and broaden her life than many years of study at home would have done. But only those who see her daily can have any real conception of her wonderful development. When you hear of her latest achievement I think you will be ready to agree with me when I say that her development has been truly wonderful. Within the past six weeks Helen has learned to speak. Yes, I tell the truth. She can express her thoughts and joys in distinct and not unpleasant speech. The dear child's delight is unbounded, and, although she cannot hear the sounds that issue from her lips, she is willing to battle with the difficulties of pronunciation, simply that she may give pleasure to others. "My little sister will understand me now," is a thought stronger than all obstacles in the way of our little Helen. After making some one understand her, she turned to me with a radiant face, and said, "I am not dumb now!" How often we have wished that you were here to watch each step of this new development.

Helen has known for a long time that those around her communicated with each other in a different way from the

one that she used, and she would sometimes try to imitate the motions of our lips; but she never seemed to realize until last winter that the deaf children were taught to speak, although she visited the Horace Mann school when she was here the first time. Ever since last March, when she was told that a deaf and blind girl in Norway had been taught to speak, she has been eager to learn, and would not give me a moment's peace until I took her to Miss Fuller for advice and help.

It was about the 26th of March when she received her first lesson in articulation, and so eager was she to learn this new means of communication, that in one hour she mastered perfectly six of the elements in *m, p, a, s, t, i*. Miss Fuller has given her eleven lessons in all. She has acquired all of the elements,—not perfectly, for perfection must be the result of constant practice, but so well that she is easily understood. Her voice and pronunciation improve every day. Helen's great command of language and the ease with which she expresses her ideas have enabled her to learn speech more readily than ordinary deaf children do. Just as soon as she had mastered an element, the words in which it occurred presented themselves to her mind. Think of it! She achieved in less than two months what it takes the pupils of the schools for the deaf several years to accomplish, and then they do not speak as plainly as she does.

Helen's first articulate sentences were a pæan of victory and a psalm of praise.

In the *Accademia delle Belle Arti* of Bologna one beholds in the midst of numerous masterpieces the famous picture of St. Cecilia, surrounded by four other saints. It was painted by Raphael in 1513, on the commission of Cardinal Lorenzo Pucci, for the church of S. Giovanni in Monte, and is one of the finest works of the great

master. It depicts most charmingly the impression produced by the celestial music. The youthful and beautiful patron saint of the divine art has just ceased playing the organ to her friends, and a heavenly echo falls upon their ears. Six angels, resting on the edge of a cloud, have caught up the melody and continue it by singing. So ravishing to them were the tones of an instrument touched by pure hands! Who can say that the unfettered voice of a blind and deaf-mute child, no longer fated to travel through life's long journey in perfect silence, is not as enchanting to the dwellers of the upper regions as were the solemn tones of St. Cecilia's organ?

The following letter, which I received from Helen on my arrival in Dresden, tells very interestingly and in a most accurate manner the story of the origin of her desire to learn to speak, and of her great delight in being able to use oral language:—

TUSCUMINA, ALA., July 4, 1890.

**MON TRES CHER AMI:**—I am spending my vacation at my beautiful sunny home, with my loving parents and my darling little sister. I was so eager to see my friends that I could hardly wait for cars to take me to them.

My father and mother were delighted to have their little daughter home again, and to hear her speak. It was a beautiful surprise, for I had not written to them that I was learning to speak. Are you very glad that I can talk, and that everybody understands me? It is very nice to speak like all other people. I am so happy now! I never was so happy in my life before! When you come home you will take me in your lap and I will speak to you.

Teacher says she thinks you would like to hear how I first came to wish to speak with my mouth. I will tell you all about it, for I remember my thoughts distinctly.

When I was a little child a long time ago I was very sick indeed. Mother thought her little baby would not live, and she was very sorrowful. I did not die, but the cruel disease made me blind and deaf. It was very sad; do you not think so? But I do not remember about my illness, for I was only a wee infant. But after I got well I used to sit in my mother's lap nearly all the time, because I was very timid and did not like to be left alone for a moment. I would put my little hands on her face, because it amused me to feel her lips moving when she was talking, but I did not know then what she was doing. I did not know what talking was. I had forgotten all about it. I was very ignorant of all things. When I was a little older I used to play with some little negro children, and I noticed that they kept moving their lips just as mother did, and I would do it too; but sometimes it made me angry, and I would hold my playmates' mouths very hard. I did not know that it was wrong to do so. I could not understand why they did it. After that my dear teacher came to me, and taught me to spell with my fingers. Then I was overjoyed. You cannot imagine how happy we all were. I noticed that teacher moved her lips, and that everyone did the same, but it never made me angry any more, because I understood what my friends said to me, and I was very busy learning many wonderful things. Then I went to Boston to see you, and all of my dear friends; and you went with mother and teacher and me to the school for the deaf children. Teacher told me that they were learning to speak with their mouths. Then I was eager to learn myself, and I did learn to say mamma, papa, teacher and baby, but not very perfectly. I never thought that I should learn to talk like other people, until a very kind lady, who had taught Laura Bridgman when she was small, came to see me, and told me about a little deaf and blind girl she had seen in Norway, who

had been taught to speak by a very good and patient gentleman I was delighted to hear about my little friend Ragnhild Kaata, because I knew then that I should speak too. My dear teacher took me to see a lovely and patient lady named Miss Fuller. She began right away to teach me, and in a very short time I had learned all the sounds. I think Miss Fuller was very kind to teach me, and I love her a great deal. I practise constantly with teacher, and she says that my voice grows stronger and more sweet each day.

It is very pleasant to have my great dog Lioness come to me when I call her. She is beautiful and strong and gentle. I hope you will let me bring her to Boston with me,—will you?

I wish you could see the pretty donkey that Mr. Wade sent me! What fun Mildred and I have riding him! His name is Neddy. You will laugh when you see me riding a donkey.

I missed you very much while I was in Boston, and I was sorry you did not come home in June. I love you very dearly, and I would like to put my arms around your neck and hug and kiss you. Dear little sister sends you a kiss, too, and mother and father send kindest remembrances.

Just before I left Boston I went to see our dear poet, Mr. Whittier. He was very kind to me, because he loves all little children, and that makes him gentle and patient and courteous.

Mr. Brooks is helping teacher tell me about the dear God. He is our loving Father, and we are his dear little children. He thought about us, and sent us here to love one another and be very happy together.

I hope you will be well enough to write me a long letter from Italy. I want to know about Naples, Rome, Venice and Florence. I have some beautiful blue beads that came from Venice. Now, dear friend, good-bye.

Lovingly, your little friend, HELEN A. KELLER.

Whether viewed from a historical or a psychological stand-point, this letter is of paramount

importance. It is the only one from which we get a glimpse of Helen's feelings, as well as of the state in which her mind was before she came in contact with the outer world and began to understand the nature of things.

Another letter, addressed to Mr. Morrison Heady of Normandy, Kentucky, indicates how great is her delight at her ability to talk:—

SOUTH BOSTON, MASS., Feb. 27, 1891.

MY DEAR UNCLE MORRIE:—Your little friend was delighted to receive a letter from you once more. She could not imagine what had happened to her dear Uncle Morrie. Your last letter never came to me, but I wrote to you twice, and when you did not answer my letters I thought you must be ill or else that you had gone to some other place to live. Of course I did not forget you. I never forget my dear friends. I love them too dearly for that. And now I have so much to tell you I hardly know what to write about first, for a great many things have happened to your little friend since you heard from her. But I think everyone likes pleasant surprises, so I will tell you something which will astonish you greatly. I am not dumb any more. I have really learned to speak. Oh, how happy I am to use my voice! Are you not glad you can speak?

Sunday was George Washington's birthday, and we celebrated it on Monday. I read a beautiful poem, "The Flower of Liberty," by my dear friend Dr. Holmes, and when I spoke some of it, the people clapped their hands because they were so glad that I could speak. I began to learn to speak last April, and I studied very hard indeed so that I could surprise my mother and father and all my dear home friends. I could hardly wait for the time to come for me to go home, I was so eager to speak to little sister, for you know she was too young to understand my fingers. Oh, how glad they all were to see

dear teacher and me, and hear their little daughter speak ! But after I had been at home a short time I felt a very little sick, and we went away to a beautiful, cool mountain, near Tuscumbia, called Fern Quarry. It was so cool and pleasant on the mountain that I soon grew better. I did nothing except play with Mildred and my little cousin Louise, and ride my donkey. But now I remember you never heard about Neddy. A kind gentleman named Mr. Wade gave him to me, and also a beautiful mastiff. Neddy is the funniest and roundest little fellow you ever saw, and as gentle as he can be. He would carry me up the steep mountain paths and through the fragrant woods very carefully, and Lioness would run by his side. Neddy is at home now, and sometimes he sends me a bray. Poor Lioness was killed. It fills my heart with sorrow to think that I shall never see my beautiful pet again.

I came back to Boston last November, and I was overjoyed to see my dear friends and meet Mr. Anagnos again, for he had been away in Europe and I had not seen him for a long time. He is very kind to me, and I love him more than ever. To-night he is going to tell us what he saw in the beautiful city of Naples. Last Friday night he lectured about his dear motherland, Greece ; but I could not go to the hall because I was not well enough. I have had the scarlet fever, so I have been obliged to stay in the house nearly all the time since Christmas. I am not quite all well yet, but I shall be soon. I am very sorry to say that Mr. Anagnos does not wish me to study at all, so I cannot tell you about my studies. I read as much as I can. I have finished " Little Women " and several other books. I love dear little Bethy the best. She was so gentle and unselfish, but she faded away in the last volume, and I could not keep back my tears. But I tried to think how happy Bethy was with the dear God, and how glad he must have been to receive such a lovely flower from our earth.

I read much about other lands, because you know I expect to travel some day and see the countries I read about.

Edith is a playful little girl, and loves to frolic as well as learn her lessons, and I think she is as happy as a kitten all the day long. Little Willie Robin is at the kindergarten, but I have seen her but once since she came. Mr. Anagnos often tells me about her. There is another little deaf and dumb child in Pennsylvania, named Tommy. Mr. Anagnos is going to have him come here as soon as he can. I shall write a letter to the children who see, and ask them to send their pennies to Mr. Anagnos, so that he can get Tommy a kind teacher, then the dear little boy's life will be full of joy.

I can hardly tell you which of the girls I love best. I love them all very dearly, and we have happy times together. Perhaps Sarah is a little the dearest. She is a sweet friend to me.

I see Miss Moulton sometimes, and I am sure she would send her love if she knew I was writing to you.

Mrs. Hopkins is teacher's and my mother, because she takes such good care of me while I am in Boston. But I cannot begin to tell you about all my friends, or I fear my letter would never end. My teacher, the nearest and most beloved of them all, sends you her love, and says she is very happy to hear that you are so well. And we both hope to hear from you often. Lovingly, your little heart, HELEN A. KELLER.

Mr. Heady, to whom Helen is greatly attached, is blind and deaf. He lost the sense of sight when he was sixteen years of age, and soon after, that of hearing. Nevertheless he is a man of letters and an author of merit. He has written, among other things, a most powerful and touching poem, entitled "The Double Night," from which we quote the closing stanza:—

" This death of sense makes life a breathing grave,  
     A vital death, a waking slumber !  
     'Tis as the light itself of God is fled, —  
     So dark is all around, so still, so dead ;  
         Nor hope of change, one ray I find !  
     Yet must submit. Though fled fore'er the light,  
     Though utter silence bring me double night,  
         Though to my insulated mind  
     Knowledge her richest pages ne'er unfold,  
     And " human face divine " I ne'er behold —  
         Yet must submit, must be resigned ! "

Doubtless Helen's well-known natural aptitude for linguistic pursuits has been of great assistance to her in her great task; but the key of her magnificent success is to be found in her resolute perseverance. This was inflexible. No matter how formidable were the difficulties that beset her path, she was determined to surmount them. One evening I found her laboring as hard as she could over the sound of the French diphthong *eu*, and she did not stop striving until she was able to pronounce it correctly in the word *dieu*.

Thus by constant practice and unremitting effort she has acquired a proficiency in the use of her vocal organs which is positively marvellous. Verily, her articulation is well-nigh perfect. There is no child in this country, either among those born deaf or among those who lost the sense of hearing before their second year, who can equal Helen in clearness of speech or in fluency of language. At the schools for the deaf in Milan and Zürich I heard several pupils talking more plainly

than she does; but nowhere else did I do so, either in Europe or in America. At the Clarke institution in Northampton, which is the oldest and the best of the purely oral establishments on this continent, the scholars enjoy superior advantages in many respects, and are as well trained in lip reading as are those whom I saw in Italy, Switzerland, Germany and France; yet there is not one among them whose articulation is as distinct as Helen's.

The sound of the voice of this wonderful child is far from musical; but in its deep monotones there is a tremendous pathos, which cannot fail to touch the heart of the auditor.

The story of Helen's unparalleled achievement is told in detail in the following account, which was prepared at my suggestion by her teacher. Miss Sullivan, after placing her manuscript in my hands, wrote me a letter saying that, as she had given away her notes on this subject before my request was made, she had been obliged to write wholly from memory.

**ARTICULATION.** — It was just three years from the day when Helen became conscious that she could communicate her physical wants, her thoughts, and her impressions through the arbitrary language of the fingers, to the time when she received her first lesson in the more natural and universal instrument of human intercourse, — oral language.

Previous to March, 1890, no effort whatever had been made to teach her to speak, and her only utterances were instinctive, like those of a young child. Her mental condition at the commencement of her education made the employment of tangible forms for the embodiment of her thoughts almost a necessity,

the two principal avenues of perception being hopelessly closed to her ; and, as the manual alphabet appealed more directly and forcibly to her remaining sense of touch than any other known medium of communication, it was made the channel through which her ideas could flow. So proficient did she become in its use that ordinary spoken conversation could be communicated to her with comparative ease. Indeed, it may surprise those who have not been accustomed to think of the hand as an instrument of communication, to hear that this little girl could in a minute spell with her fingers eighty common words.

For three years the manual alphabet had therefore been Helen's only medium of intercourse with the outside world, and by means of it she had acquired a comprehensive vocabulary, which enabled her to converse freely, read intelligently, and write good idiomatic English. Nevertheless, the impulse to utter audible sounds was strong within her, and the constant efforts which I made to repress this instinctive tendency were of no avail. It did not occur to me that my pupil might possess unusual aptitude for learning articulation. I knew that Laura Bridgman had shown the same intuitive desire to produce sounds, and had even learned to pronounce a few simple words, which she took great delight in using, and I did not doubt that Helen could accomplish as much as this. I thought, however, that the advantage she would derive would not repay her for the time and labor that such an experiment would cost.

Moreover, the absence of hearing renders the voice monotonous and often very disagreeable ; and such speech is generally unintelligible except to those familiar with the speaker. Even if Helen could learn to speak, I regarded her inability to watch the lips of others as an insurmountable obstacle in the way of her intelligent use of oral language. Too much stress, it seems to me, is often laid upon the importance of teaching a deaf child to articulate,—a process which may be detrimental to the pupil's intellectual development. In the very nature of things articulation is an unsatisfactory means of education ;

while the use of the manual alphabet quickens and invigorates mental activity, since through it the deaf child is brought into close contact with the English language, and the highest and most abstract ideas may be conveyed to the mind readily and accurately. Helen's case proved it to be also an invaluable aid in acquiring articulation, as she was already perfectly familiar with words and the construction of sentences and had only mechanical difficulties to overcome.

Before describing the process of teaching Helen to speak, it may be well to state briefly to what extent she had used the vocal organs before she began to receive regular instruction in articulation. When she was stricken down with the illness which resulted in her loss of sight and hearing, at the age of nineteen months, she was fast learning to talk. The unmeaning babblings of the infant were becoming day by day conscious and voluntary signs of what she felt and thought. But the disease checked her progress in the acquisition of oral language, and when her physical strength returned it was found that she had ceased to speak intelligibly because she could no longer hear a sound. She continued to exercise her vocal organs mechanically, as ordinary children do. Her cries and laughter and the tones of her voice as she pronounced many word elements were perfectly natural, but the child evidently attached no significance to them, and with one exception they were produced not with any intention of communicating with those around her, but from the sheer necessity of exercising her innate, organic and hereditary faculty of expression. She always attached a meaning to the word *water*, which was one of the first sounds her baby lips learned to form, and it was the only word which she continued to articulate after she lost her hearing. Her pronunciation of this gradually became indistinct, and when I first knew her it was nothing more than a peculiar noise. Nevertheless, it was the only sign she ever made for water, and not until she had learned to spell the word with her fingers did she forget the spoken symbol. The word

*water* and the gesture which corresponds to the word *good-bye* seem to have been all that the child remembered of the natural and acquired signs with which she had been familiar before her illness.

As she became acquainted with her surroundings through the sense of feeling (I use the word in the broadest sense, as including all tactile impressions), she felt more and more the pressing necessity of communicating with those around her. Her little hands felt of every object and observed every movement of the persons about her, and she was quick to imitate these movements. She was thus able to express her more imperative needs and many of her thoughts.

At the time when I became her teacher she had made for herself upwards of sixty signs, all of which were more or less ingenious, and were readily understood by those who knew her. Whenever she wished for anything very much she would gesticulate in a very expressive manner. Failing to make herself understood, she would become violent and often uncontrollable. This shows that in the years of her mental imprisonment she depended entirely upon the natural language of the heart for knowledge of the outside world; and it is interesting to observe that, although abandoned at this early age solely to resources of hereditary transmission and imitation, she did not work out for herself any sort of articulate language capable of expressing the ideas which were evolved from her busy brain. It seems, however, that, while she was still suffering from severe pain, she noticed the movements of her mother's lips when the latter was talking; for she recalls some of these early impressions in a letter written to Mr. Anagnos.

For some time after Helen and I became constant companions we had no adequate means of communication, and the child was often thrown upon her own resources for amusement. She would sit beside me after a lesson, or wander restlessly about the house, making strange though rarely unpleasant sounds. When sitting, she would make noises, keeping one

hand on her throat, while the fingers of the other hand noted the movements of her lips. Occasionally she would break out into a merry laugh at some passing fancy, and then she would reach out and touch the mouth of any one who happened to be near her, to see if she or he were laughing also. If she detected no smile, she would gesticulate excitedly, trying to convey her thought; but, if she failed to make her companion laugh, she would sit very still for a few moments, with an expression so troubled and disappointed that I shall never forget it. She was pleased with anything which made a noise. She liked to feel the cat purr; and if by chance she felt of a dog in the act of barking, she would show great pleasure. She always liked to stand by the piano when some one was playing and singing. She would keep one hand on the singer's mouth, while the other rested on the piano, and she derived so much enjoyment from a performance of this sort, that she would stand in the position described as long as any one would sing to her; and afterwards she would make a continuous sound which she called singing. The only words she had learned to pronounce with any degree of distinctness previous to March, 1890, were *papa*, *mamma*, *baby*, *sister*. These words she had caught without instruction from the lips of friends. It will be seen that they contain three vowel and six consonant elements, and they formed the foundation for her first real lesson in speaking. During the latter part of the winter of 1889-90 she became gradually conscious of the fact that her means of intercourse with others were different from those employed by her little friends and playmates who were only blind; and one day her thoughts on this subject found expression in the following questions: "How do the girls know what to say with their mouths? Why do you not teach me to talk like them? Do deaf children ever learn to speak?" I explained that there was a school in Boston where deaf children were taught to speak, but that they could see their teacher's mouth and learn partly in that way. Here she interrupted me to say that she was sure she could *feel* my mouth very well.

A short time after this conversation a lady came to see Helen, and told her about little Ragnhild Kaata, a deaf and blind child she had seen in Norway, who had been taught to speak, and to understand by touching her teacher's lips what he said to her. Helen's joy over this good news can be better imagined than described. "I am so delighted," she said, "for now I know that I shall learn to speak too." I promised, if she would be patient, that I would take her to see a kind lady who knew all about teaching the deaf, and who would know whether it would be possible or not for her to learn to speak. "Oh, yes; I can learn," was her eager reply. "I know I can, because Ragnhild has learned to speak."

She did not mention the subject again that day; but it was evident that she thought of little else, and that night she was not able to sleep. She began immediately to make sounds which she called *speaking*; and I saw the necessity of correct instruction, since her heart was set upon learning to talk. Accordingly I went with her early in March to ask the advice and assistance of Miss Sarah Fuller of the Horace Mann school. Miss Fuller was delighted with the child's enthusiasm and earnestness, and immediately began to teach her to speak. This she did by letting Helen feel of her tongue, lips and throat while she uttered slowly and distinctly a simple combination of word elements, like *it, miss, kiss, me, see*, etc.; and so great was the child's natural capacity for learning to articulate that at the end of the first lesson she was able to pronounce distinctly the following sounds: *a, ä, å, ē, ī, ö, c* soft like *s* and hard like *k*; *g* hard; *b, l, n, m, t, p, s, u, k, f* and *d*. Hard consonants were and indeed still are very difficult for her to pronounce when occurring in connection with one another in the same word; she will often suppress the one and change the other, and sometimes she will replace both by an analogous sound with soft expiration. The confusion between *l* and *r* was very noticeable in her speech at first. She would repeatedly exchange the one for the other. The great difficulty in the

pronunciation of the *r* made it one of the last elements to be mastered. The *ch*, *sh* and soft *g* also gave her much trouble, and she does not yet enunciate them clearly.

She was not content to be drilled in single sounds or meaningless combinations of letters. She was impatient to pronounce words and form sentences. The length of the word or the difficulty of the arrangement of the letters never seemed to discourage her. When she had been talking for less than a week, she met her friend, Mr. Rodocanachi, and immediately began to struggle with the pronunciation of his name; nor would she give it up until she was able to articulate the word distinctly. Her interest never diminished for a moment; and, in her eagerness to overcome the difficulties which beset her on all sides, she taxed her powers to the utmost, learning in eleven lessons *all* of the separate elements of speech.

This task, I think, has never before been accomplished in so short a time. During these few weeks she was in a constant state of mental excitement, which finally affected her health seriously. In less than a month she was able to converse intelligibly in oral language. The child's own ecstasy of delight when she was first able to utter her thoughts and her joys in living and distinct speech, was shared by all who witnessed the achievement of this last and most remarkable of her undertakings. Her success was more complete and inspiring than even those had dreamed or expected who knew best her marvellous intelligence and great mental capacity.

She prefers to speak rather than to spell with her fingers, and is very much pleased when told by strangers that they understand her readily. She is now learning to read by touching our lips what we say to her, and is almost as quick at catching the meaning of words and phrases as we utter them, as she is at forming them for herself. She can even read in this way words in foreign languages with which she is not acquainted. She understands the necessity of close observation, and carefully notes the slightest vibrations resulting from articulation. Every day she makes fresh progress in the art of speaking.

Helen's attainments are so extraordinary that, judged by common standards, they appear incredible, and some of them have been characterized as myths. Intelligent people, and especially the teachers of the deaf-mutes, are disposed to question the veracity of what is said or written about them, and to consider these statements as fictitious. Dr. Job H. Williams, principal of the institution for the deaf-mutes at Hartford, Conn., was one of the doubters. He honestly believed that the reports concerning Helen's progress in language were "grossly exaggerated," and that her attempt at learning to talk was "the most absurd thing in the world;" but at the same time he was very desirous of ascertaining the exact facts in her case by careful investigation. At length his wishes were gratified. He had two long personal interviews with her, during which he conversed freely with her by means of his own fingers and by listening to her vocal utterances, and the result of these friendly meetings proved as disastrous to his skepticism as was the outcome of the encounter at Sedan to Napoleon's forces. He came, saw, heard, and became a captive under the sway of Helen's genius.

"Venit, vidlit, audivit, victus est."

On his return to Hartford Dr. Williams gave a full account of his observations in the following article, which was published in the *Courant* of that city, Feb. 20, 1891:—

It was my privilege a few days ago to call on Helen Keller, the deaf and blind girl who has attracted so much attention among philanthropic and scientific people for the past three or four years. Much has been written of this marvellous child,—much that, judged by all ordinary standards of attainment of deaf-mutes, or even by the attainments of the occasional brilliant exceptions, seemed almost incredible. I must confess that before I saw her for the first time, a little more than a year ago, I could not believe that the reports concerning her progress in language were not grossly exaggerated; but after seeing her and talking to her myself through the manual alphabet, I was prepared to believe almost anything regarding her progress in that direction. I never knew of a child deaf at so early an age as was Helen (sight and hearing were both lost at the age of nineteen months through disease) who made such rapid progress in the knowledge of the English language. It was simply phenomenal.

But the greatest wonder was yet to come. Soon we heard that Helen was trying to learn to talk. That seemed the most absurd thing in the world. To think of teaching speech to a child totally deaf and blind was preposterous; yet that seemingly impossible thing has been done. The age of miracles is not yet past.

Last Monday morning I sat down beside her and carried on a running conversation concerning a great variety of subjects for nearly half an hour, and during all that time her part of the conversation, which was animated and sprightly, and full of fun, was conducted entirely by speech, and speech so distinct that I failed to understand very little of what she said. She seemed never at a loss for language to express an idea, nor even to hesitate in giving it orally. It was an intelligible speech in a pleasant voice, and it was wonderful. In the course of our conversation Helen informed me that she could play on the piano, and when I asked her to play she sat down and played an air of a little song with her right hand, playing

the same part with her left hand an octave below. It would hardly pass for first-class music, the time not being very accurate, but it was music. Then at my request she sang for me a line of the song she had just played, and the singing was more accurate in time, though less so in tune, than the playing.

Her memory is as remarkable as her grasp of language and her power of speech, and probably is the chief source of her success in both these. She grasps an idea almost before it is given, and once hers it seems ineradicably fixed in her memory. A few days ago a book of poems printed in raised letters was presented to her. She opened it and read the first poem over twice, reading it aloud as she passed her fingers over the lines. Then the book was laid away and not referred to again until the next day, when it was found that she could repeat the whole poem of seven stanzas of four lines each, without missing a word.

Laura Bridgman was a brilliant example of what may be accomplished under great difficulties. Helen Keller is a prodigy. There is no one, nor ever was any one, to compare with her.

This communication speaks for itself. It tells the story of Helen's achievements candidly, and commends them in the highest and most appreciative terms.

### *Study of French.*

“This is your devoted friend, sir, the manifold linguist.”  
*Shakespeare.*

Helen is a born linguist. She has a natural taste for foreign languages, and is as fond of them as she is of her mother tongue. She delights in studying them, and possesses a most extraordinary

faculty for acquiring them. This ability became manifest three years ago.

It was on the evening of the 8th of July, 1888, that Helen was for the first time informed of the numerous forms and variations which exist in human speech, and was profoundly impressed by this revelation. She showed great eagerness to learn more about them, and began immediately to make constant inquiries and to gain as much knowledge of them as she could. These efforts continued irregularly for several months, and resulted in the acquisition of a very large number of Latin, French, Greek and German words and familiar phrases. But she had no systematic instruction in any of these languages until the following year.

Early in the month of October, 1889, she asked one of the teachers in the girls' department to teach her French. Miss Marrett, to whom the request was made, responded heartily to the child's wishes, and began at once to give her lessons in a simple and natural way. Helen entered upon this new field of learning with her usual zest and energy, and it was not very long before her industry, stimulated by a fervent zeal for knowledge, triumphed over all difficulties. The names of things and of their qualities, the declensions of nouns and adjectives, the conjugations of verbs, the intricacies of grammatical gender, and the idiomatic uses of the different parts of speech, had no terrors for

her. On the contrary, they afforded to the unremitting activity of her mental faculties wide scope for exercise. In about three months she was in possession not only of the keys to the treasure-house of her new venture, but of a great quantity of materials and of the art of handling them skilfully and of putting them to proper service in the construction of sentences. On the 18th of February, 1890, I received in Athens her first composition in French, which I am assured was written without any assistance on the part of her instructress, and which is copied here *verbatim et literatim*: —

SOUTH BOSTON, MASS., le 1 Fevrier, 1890.

BONJOUR, MON CHER AMI : — J'ai recu votre lettre charmante. Vous etes bon, et je vous aime beaucoup. Comment vous portez-vous? J'espere que vous vous portez mieux. Je parle Francais et Anglais à present. Les petites filles sont tres-bonnes, et ma chere petite soeur est belle. Je me promene tous les jours pendant une heure. Aimiez-vous l'étude lorsque vous etiez jeune? J'aime à lire. Ma mere a beaucoup de belles fleurs chez nous. J'aime mieux les roses et violettes. Ma mere m'a ecrit que les rosiers sont pleins de boutons. Les oiseaux chantent doucement comme dans le mois de Mai. Je ne peut pas parle Francais ou l'ecrire avec beaucoup de facilite. Quelques enfants ont ete tres-malades avec le diphtheria au gorge. Lily Edson est mourut. Je suis tres-fachee de pauvre Lily. Ma mere, mon pere et ma jolie souer viendront a Boston le Juin next. Serez-vous heureux de les voir? Je serai bien aise d'aller avec vous a l'école de les petits enfants. Vous serez bien aise a savoir que je peux dire correctement tous les heure de le jour maintenant. J'espere que j'aurai une belle montre bientot. J'ai neuf ans, ma soeur

n'a que trois ans et demi. Voulez-vous m'apporter des livres Francais de France? Je veux que j'étais à Athènes avec vous pour jouir tous les belles choses. Ma chère institutrice a été très-malade, mais elle est beaucoup mieux maintenant. Je pense à vous toujours, et j'aime vous. J'aime ma sœur, Mademoiselle Kehayia aussi. Il fait beau temp au jourd' hui, mais il fait bien froid. Voulez-vous aller à Paris avec moi quelquefois, je veux voir de belles choses. M'excuser les fautes, s'il vous plaît.

Pensez à moi et aimiez-moi toujours. Au revoir, mon cher ami. Ecris à moi bientôt. DE HELENE A. KELLER.

No one can imagine how delighted and surprised I was at the sight of this epistle. Long ago I ceased to wonder at the magnitude of Helen's achievements; but, with all my faith in the vastness of her abilities, I was not quite prepared to believe that she would succeed in accomplishing in three months what no child in America in full possession of his faculties would be expected to do in less than a year. The thing seems incredible; yet the proof before us is so clear and convincing that it does not leave room for the slightest doubt.

The French composition was accompanied by the following letter: —

MY DEAR MR. ANAGNOS:— You will laugh when you open your little friend's letter, and see all the queer mistakes she has made in French; but I think you will be pleased to know that I can write even a short letter in French. It makes me very happy to please you and my dear teacher. I wish I could see your little niece Amelia. I am sure we should love each other.

I hope you will bring some of Virginia Evangelides's poems home with you, and translate them for me.

Teacher and I have just returned from our walk. It is a beautiful day. We met a sweet little child. She was playing on the pier with a wee brother. She gave me a kiss and then ran away, because she was a shy little girl.

I wonder if you would like to have me tell you a pretty dream which I had a long time ago when I was a very little child? Teacher says it was a day-dream, and she thinks you would be delighted to hear it. One pleasant morning, in the beautiful springtime, I thought I was sitting on the soft grass under my dear mother's window, looking very earnestly at the rose-bushes which were growing all around me. It was quite early, the sun had not been up very long; the birds were just beginning to sing joyously. The flowers were still asleep. They would not awake until the sun had smiled lovingly upon them. I was a very happy little child, with rosy cheeks and large blue eyes, and the most beautiful golden ringlets you can imagine. The fresh morning air blew gently in my face, as if to welcome me and be my merry playmate, and the sun looked at me with a warm and tender smile. I clapped my chubby hands for joy when I saw that the rose-bushes were covered with lovely buds. Some were red, some were white, and others were delicate pink, and they were peeping out from between the green leaves like beautiful fairies. I had never seen anything so lovely before, for I was very young, and I could not remember how pretty the roses had been the summer before. My little heart was filled with a sweet joy, and I danced around the rose-bushes to show my delight. After a while I went very near to a beautiful white rose-bush, which was completely covered with buds and sparkling with dewdrops; I bent down one of the branches with a lovely pure white bud upon it, and kissed it softly many times. Just then I felt two loving arms steal gently around me, and loving lips kissing my eyelids, my cheeks and my mouth, until I began to think it was raining

kisses, and at last I opened my eyes to see what it all meant, and found it was my precious mother, who was bending over me, trying to kiss me awake. Do you like my day-dream? If you do, perhaps I will dream again for you some time.

Teacher and all of your friends send you their love. I shall be so glad when you come home, for I greatly miss you. Please give my love to your good Greek friends, and tell them that I shall come to Athens some day. Lovingly, your little friend and playmate,

HELEN A. KELLER.

This letter is filled with exquisite imagery; it is replete with vivid pictorial metaphor, and is charged with pathos and poetic thought. It is the perfect fruit of Helen's ripening mind, with all the perfume and beauty of the unfolding flower upon it. Queen Olga of Greece, having been informed of its contents by an Athenian lady, expressed a desire to read it, and during its perusal she was so deeply touched that tears flowed unceasingly from her eyes. These glistening drops, coming as they did from the depth of her heart, were more precious than all the solid gems which could be crowded on her diadem. Like diamonds of the first water they shine most brilliantly on the crown of philanthropy, which she has won by her broad and warm sympathy with all classes of sufferers and by many deeds of benevolence, and which she wears with proverbial modesty. Kind thoughts and humane feelings are better than coronets, and the prerogatives of unselfish and unostentatious charity are grander

and more permanent than those of royalty; for neither social discontent and popular fury, nor political conspiracies and military disloyalty and treason, can abrogate and annul them.

At my urgent request Miss Marrett has kindly consented to write a full account of the methods which she employed in teaching Helen, and of the great earnestness which the child displayed in studying a new language. Here is her story.

"Will you teach me French?" These were the words which Helen's fingers rapidly spelled to me one day, as we sat at the dinner-table, while her sweet face reflected all the eager longing which had suggested the question, and which made but one answer possible.

The morning hours were full of work for both of us; but Helen most gladly sacrificed a part of her afternoon freedom, for the sake of this new language-study; and five o'clock always found her ready for the French lessons. Friends, books or playthings were quickly abandoned by this faithful little student, as soon as my presence warned her of the hour.

Sometimes she would quietly sit and wait for me. She made a beautiful picture, leaning forward in her rocking-chair, with her face turned toward the door, listening for my footsteps. She often enjoyed a walk in the afternoon; but she was very careful that it should be of such a length as to ensure promptness at the French lesson. Once or twice, when she had taken a longer walk than usual, and was thereby belated, she showed much anxiety, and urged her companions to run a part of the way home, that she might not "be very late to French." The thought that I would be waiting for her was in itself a sufficient incentive to speed. She never absented herself from the entire study hour without previous expressions of sincere regret.

Our first lesson comprised some of the sentences oftenest used in every-day conversation. Each sentence, preceded by its English equivalent, was slowly spelled to Helen, who, after once repeating it with her fingers, was ready to learn another. Many short sentences thus became familiar to her within the hour.

Her first perplexity was caused by the varying forms of the definite and indefinite articles; yet, when her questions regarding them had been answered, and she understood that memory must be the chief aid in the correct use of these words, she fitted them to the various nouns in her vocabulary, with an earnestness which was a certain prophecy of future accuracy; and in all her later work a mistake in their use was rarely made. Accuracy is indeed one of Helen's prominent characteristics. I noticed it especially in her writing. She liked to sit down with her Braille tablet and stiletto, and translate sentences from English into French. If she was at all doubtful of the spelling of any word, or the construction of any sentence, she indicated the doubt to me, by making with her fingers the letters of the word or sentence before she trusted them to the paper. She was much troubled by a mistake of any kind, and, if she discovered one, she was never willing to continue writing until it had been satisfactorily corrected. Idioms did not puzzle her. She seemed to apprehend intuitively that every language has its own peculiar modes of expression, and she also readily accepted the many different verb forms which the French lessons brought to her notice. It was seldom that she was confused, either in conversation or composition, by any verb structure which had been previously indicated in her French exercises.

Helen soon advanced to a point where I was sure of her enjoyment of a simple French story. The first one which she read was *Un Enfant Perdu dans la Neige*, taken from Paul Bercy's little book, *Le Second Livre des Enfants*. I wrote the story in Braille; and Helen, being familiar with most of the

words, translated it very rapidly. Soon afterwards she surprised me by telling it in French. She had remembered the construction and arrangement of the successive sentences with wonderful correctness.

From this time forth stories were often selected as the subject of our lessons, in response to her eager requests. These stories I usually read to Helen, pausing after each sentence or group of sentences for the interpretation which her fingers were so ready to give. Frequently she correctly translated new words, from their close association with some which were already well known. When I had finished reading a story, Helen enjoyed writing it in Braille, the order of the previous exercise being now reversed, my fingers furnishing the English words which Helen's stiletto rapidly translated into their original French forms. Her face all the while afforded a most beautiful revelation of the pleasure which she derived from this kind of work.

The children whom Helen met in these stories were very real to her, and she kept them in loving remembrance. She was much pleased whenever a prompt appearance at the breakfast table caused her to be likened to *la petite Louise*, a favorite story with her.

She was always amused when she found French words spelled like English ones, and having the same meaning. She would laugh, and say in her brightest way, "It is just like our word!" She was quick to notice when there was a similarity between French words and the corresponding ones of our language.

Certain French words were especially pleasing to her. As new ones were presented to her mind, there were always some which she designated as *pretty words*. They were almost invariably those which combined letters in such a way as to produce a musical sound.

The power of discrimination in the choice of words has been frequently illustrated in her English conversation and composition. She often showed her originality by changing given

sentences, so as to express different or additional ideas, or by forming some wholly from her own mind. The word *campagne* had occurred several times in her lessons, but she had not learned the word for country in its broadest sense. Upon Washington's birthday she formed this sentence : “*George Washington etait le pere de notre campagne.*” She wrote French letters to several friends, using words gained from the lessons in order to express her own thoughts ; and she was quite adroit in composing sentences within the compass of her vocabulary. Her knowledge of the idioms and the construction of the French language was not, however, sufficient to enable her to reach perfection in this independent work. When her mistakes were made known to her, it was interesting to watch her face, as she contrasted them with the correct forms of expression. She quickly recognized the essential points of difference, and laughingly said, “I have been writing very funny French !”

The desire which Helen showed for talking in French with some of her distant friends, suggested to me the thought of including a few letters in the translation exercises. These were selected from various sources, and were received by Helen with great enthusiasm. The following is one of the letters which she wrote in March, 1890, from an English dictation. This letter was one day found among other papers pertaining to last year's work, and given to Helen, who translated it with astonishing ease, hesitating with only a few of the words, each one of which she recalled with a little thought ; yet she had not seen the letter for eight months.

MELROSE, le 27 Mars, 1890.

MA CHÈRE ÉLISE : — *Dans quelques jours j'aurai une semaine de vacances. Il m'est très difficile de rester enfermée dans une salle d'étude, quand toute est si belle dehors ! A présent le temps est magnifique. Déjà les cerisiers sont en fleurs, et les collines sont d'un vert tendre et frais. On entend les oiseaux chanter parmi les arbres en fleurs ainsi que le bourdonnement des insectes et le murmure des ruisseaux ; on sent la douce haleine du vent*

*impregnée du parfum des premières fleurs. Oh ! que je serai heureuse quand je pourrai être libre comme les oiseaux de l'air, et courir tout le jour dans les prés et les bois ! Voulez-vous venir passer les vacances avec moi, chère Elise ? Je suis sûre qu'une semaine à la campagne vous ferait du bien. Ma mère vous envoie ses amitiés, et vous prie de venir.*

*Ecrivez-moi quel jour et à quelle heure vous viendrez, et nous irons vous attendre à la gare. Je vous embrasse de tout mon cœur.*

*Votre amie dévouée,*                   R. H. K.

Helen has not yet been taught the use of French accents, and therefore they are omitted from the above letter. Her lessons with me preceded her first knowledge of the vowel elements gained from her work in articulation, and I did not attempt, at the beginning of her study of the French language, to introduce the accent marks, the meaning of which, at that time, would have been very obscure to her.

Helen was much distressed by a failure to remember anything which she had ever known, and it was seldom that she suffered this pain. It became evident, during our second lesson, that she would not need reviews. The sentences of the first lesson comprised so many new words, that I thought it best to have them repeated before more were learned. When I asked questions to suggest the sentences of the previous lesson, Helen said, in an emphatic, surprised way : "I know them ! Please teach me something new !" I was, however, assured of her knowledge by a perfect recitation, and a review was never again requested.

Her interest in French was constant. There was no decrease of enthusiasm after the novelty of the first study hours had passed away, but she ever showed the spirit of a true scholar.

Paris was often before her mind, as the place to which the French lessons were surely leading her ; and she would frequently give imaginary dialogues between herself and little French children. She liked to think of these dear friends of the future.

I shall always be grateful for the question which, with its answer, brought me for a few weeks so near to Helen's wonderful mind and heart, and revealed to me all the most precious characteristics of her rich nature.

*Love of Nature.*

"She lives upon the living light  
Of nature and of beauty."

*Bailey.*

Helen is an enthusiastic admirer and a true and consistent lover of nature. She enjoys worshiping in its temples with Galen and Aristotle, Pliny and Buffon, Humboldt and Agassiz, Emerson and Thoreau, and joining them in their gratulatory hymns of praise. Her fondness for it is something more than fancy; it is a passion that gives to her young life a charming ardor and a delicate refinement. The glorious splendor and uniform motion of the heavenly bodies, and the ample theatre of our planet with its stately beauty and constant order, although invisible to her sightless eyes, are ever present to her mind; they rouse her imagination and kindle the liveliest of her feelings.

Helen's frequent allusions to springtime and to the budding trees and growing blades of grass show her susceptibility to the influences of the seasons, and her quick sense of the refreshment and renovation afforded by nature to heart and soul. At her timid but familiar knock the doors of the

vast storehouses of the system of our mother earth are opened wide, and she finds therein never-failing sources of contemplation and amusement. Sunshine, balmy air, birds, beasts, verdant woods, the fragrant sweetness of plants, the pleasant fertility of the earth and all the tremendous varieties of the animal and vegetable kingdoms have a greater significance and a deeper meaning for her than for ordinary mortals. For her there are tales in leaves, romances in living creatures, stories in breezes and pictures in waves.

Never was a child more devoted to the adoration of nature, more sensitive to the changes of the seasons or more responsive to the stir of universal life, than Helen is. Witness the following letter to Dr. Oliver Wendell Holmes:—

DEAR DR. HOLMES:—Your beautiful words about spring have been making music in my heart, these bright April days. I love every word of “Spring” and “Spring Has Come.” I think you will be glad to hear that these poems have taught me to enjoy and love the beautiful springtime, even though I cannot see the fair, frail blossoms which proclaim its approach, or hear the joyous warbling of the home-coming birds. But when I read “Spring Has Come,” lo! I am not blind any longer, for I see with your eyes and hear with your ears. Sweet Mother Nature can have no secrets from me when my poet is near. I have chosen this paper because I want the spray of violets in the corner to tell you of my grateful love. I want you to see baby Tom, the little blind and deaf and dumb child who has just come to our pretty garden. He is poor and helpless and lonely now, but before another April education will have

brought light and gladness into Tommy's life. If you do come, you will want to ask the kind people of Boston to help brighten Tommy's whole life. Your loving friend, HELEN KELLER.

This letter shows conclusively that nature is to Helen a grand spiritual symbol, moving her to meditative rapture. The outward spectacle is not accurately portrayed in her mind; but it is through the emotions enkindled in her breast that she perceives the external world. In the words of Wordsworth, she feels —

"A presence that disturbs her with the joy  
Of elevated thoughts, a sense sublime  
Of something far deeply interfused,  
Whose dwelling is the light of setting suns,  
And the round ocean and the living air,  
And the blue sky, and in the mind of man,—  
A motion and a spirit that impels  
All thinking things, all objects of all thought,  
And rolls through all things."

Dr. Holmes published the first of Helen's letters to him in the *Atlantic Monthly* of May, 1890, and from the remarks with which he accompanied it the following extract is taken: —

A child fuller of life and happiness it would be hard to find. It seems as if her soul were flooded with light and filled with music that had found entrance to it through avenues closed to other mortals. It is hard to understand how she has learned to deal with abstract ideas, and so far to supplement the blanks left by the senses of sight and hearing that one would hardly think of her as wanting in any human faculty. . . . Surely for this loving and lovely child does

"the celestial light  
Shine inward."

*Sense of Beauty.*

"Better be born with taste to little rent,  
Than the dull monarch of a continent."

*Armstrong.*

Helen aspires to full communion with all that is highest in thought and feeling, and is endowed with a rare artistic temperament. She loves poetry, and finds it everywhere, because she has an abundance of it within herself. Her mind is so fine, her emotions so strong, and her fancy so potent, that she is deeply impressed with all things that are good and lovely, fair and charming, chaste and exquisite. She is keenly sensitive to beauty, and whenever she comes in contact with it, an electric spark of sympathy and appreciation flashes upon her soul, and her whole nature is astir with life and aglow with delight. Like Wordsworth, she sees with the inward eye and projects visions and pictures from her brain outward. Her inner sight is as illimitable as that of Keats, who, in order to depict the effect which looking at Chapman's Homer had upon his mind, could write,—

"Then felt I like some watcher of the skies,  
When a new planet swims into his ken;  
Or like stout Cortez, when with eagle eyes  
He stared at the Pacific, and all his men  
Looked at each other with a wild surmise,  
Silent, upon a peak in Darien."

On a pleasant day in March, Helen, accompanied by her teacher and myself, visited the studio of a young and promising artist, Mr. Albert H. Munsell, who favored her with a cordial reception and with a clear description of his own works and of those of others. On her return to the institution she made the following memorandum of her impressions:—

MARCH 12, 1891.—Yesterday was a beautiful spring day. It seemed to me that there was a scent of growing grasses in the soft, warm air. The ground beneath our feet was all aquiver with the stir of new life. My heart sang for very joy. I thought of my own dear home. I knew that in that sunny land spring had come in all its splendor. “All its birds and all its blossoms, all its flowers and all its grasses.” Teacher and I took a long walk in the morning. In sheltered places we found tender blades of grass struggling through the moist earth. Welcome! cried we; welcome, brave little heralds of spring time! Soon the bluebird and the robin will be your merry play-fellows.

In the afternoon Mr. Anagnos, teacher and I visited Mr. Munsell's studio. I was delighted to hear about the beautiful pictures he has painted. I should like so much to be an artist! Mr. Munsell loves the sea in all its moods,—when it is bright and frolicsome, when it is sad and troubled, and when it is angry and beats against the rocks in all its fierce rage. I liked the picture of a dear old lady with a snowy cap, and a gentle hand covering her eyes, very much indeed. The wedding ring upon her finger was worn till it looked like a thread of gold. She was weary, and she sat there thinking of her absent boys and hoping that they were safe. The picture of the sea in September was also beautiful. The artist called the paintings his children. It is a pretty fancy, I think.

HELEN KELLER.

Some of Helen's compositions are not mere records of events, but sprightly narratives interwoven with reflections on various topics, which would not disgrace a much older writer. She is easily lifted from the world of facts and incidents into the realm of fancies and ideas. Her words and thoughts crowd so fast upon each other, that one may truly say that her forte is profusion and her foible prodigality. Her good things lie about in all directions so temptingly, like the diamonds in Sinbad's valley, that her visitor, in his hurry to fill his pockets and retire on the proceeds to Balsora, is apt to forget the larger aspects of that earth and sky which encompass her. But it is a teeming earth and a bracing sky.

Mr. Munsell was so charmed with Helen and her lively and winning ways that he decided to paint a portrait of her. He had several interviews with her, and made a careful study of the traits of her character. He has already advanced far enough in shaping and coloring his design to show that he has caught the spirit of the child, and that his picture promises to be an excellent likeness and a fine piece of artistic work.

### *Study of Music.*

“L'oreille est le chemin du cœur.”

*Voltaire.*

“The ear is the road to the heart,” saith the famous philosopher and great thinker of France,

and no one disputes the correctness of his statement. Students and scientific men agree about it, and acknowledge its truth with perfect unanimity. They all admit that of the five organs of sense hearing forms the broadest and most direct avenue to the human feelings and sentiments. It is the sole vehicle which transmits to the brain both the sounds and the results of their combination and sweet accord. It is through it alone that one can obtain an idea of melody, and understand the modulations which depend upon the succession of acute and grave tones.

In view of these facts, the question arises whether persons who are totally deaf can have any conception of rhythm and musical harmony, or any intelligence of the rate of movement,—that is to say, *time*.

It is natural to surmise that the ruin of the mechanism of the ear necessarily involves the entire extinction and obliteration of all such effects and properties as are cognate to its nature and peculiar to its functions. Yet Helen's case does not bear out this supposition. On the contrary, it shows that the chasm caused by the destruction of the sense of hearing may be crossed by means of the chain of sensibility. True, this medium is at its fullest development very imperfect and inadequate as a substitute; nevertheless, it serves a high purpose.

Music has a powerful and inspiring influence

upon Helen. The impressions of its strains, which she receives through the vibrations of the floor when any one plays on the pianoforte, the organ or the brass instruments, act with a magic force upon her brain. She seeks them with great delight, and they enliven her and transport her into a state of enchantment. So sensitive is her fine organism to the effects of music!

Last winter she was present at one of the concerts given in our hall by Mr. George J. Parker. At the end of the performance she greeted the distinguished vocalist most cordially, and requested him to sing for her. He readily consented to gratify her wishes, and proceeded to do so as soon as the audience had left the room. Helen stood close by him; and while with one of her hands she followed the movements of his lips and with the other those of his throat, she placed her face against his chest to watch its vibrations. The picture which the dear child presented in her eager effort to catch the tones and variations of his song was the most touching and pathetic I have ever seen. She looked as if she were hanging on his mouth, striving to get hold of the strings of the modulations of his voice and draw it out. At last she seemed to have grasped the essence of the melody, and when Mr. Parker had finished singing she said, "I can *vibrate*, too," and actually repeated one of the notes accurately.

Long before this occurrence, however, I had become thoroughly convinced that it was quite possible to teach Helen the elements of music. Wishing to obtain all the light that could be had from her study of this art, I arranged with one of our teachers, Miss M. E. Riley, to give her lessons on the pianoforte, and charged her not to deviate in the case of this deaf child from any of the rules and methods which she pursues in the instruction of her hearing pupils. Miss Riley's work with her little scholar began on the 18th of March, 1891, and continued for nearly two months and a half. The child entered upon her new undertaking with her wonted zest and with perfect confidence of success. Her progress in this unexplored and most difficult field for a person bereft of the sense of hearing was amazingly rapid, and it was faithfully recorded by her teacher in the following notes: —

MARCH 18, 1891. — Helen took her first piano lesson. During the half hour she learned to tell the location of the white keys and to find them correctly. She also learned the proper position of the hands, which she acquired with facility.

MARCH 19. — Reviewed the preceding lesson, and practised raising the fingers from the knuckle joint. I explained whole notes, and she played them while I beat time upon her shoulder. In teaching rhythm I allow her first to beat it upon a desk and then play it upon the piano.

MARCH 20. — Experimented with the metronome, which may be of assistance in teaching rhythm, for, by touching the pendulum lightly with the thumb and forefinger, she can feel its vibra-

tions. I explained halves and quarters, and she played an exercise in whole notes.

MARCH 21.—Continued practice in rhythm with the aid of the metronome.

MARCH 23.—Study of rhythm continued. Helen seemed less quick in grasping the ideas presented, but redeemed herself on March 24, when she did excellent work. Tested her by playing and counting unevenly. She laughed, and said, "Not quite right." That she can make this distinction is encouraging.

MARCH 25.—Explained the bar, or measure. Helen learned an exercise in quarter notes.

MARCH 26, 27, 28 and 30. Continuation of the same work.

MARCH 31.—She learned an exercise for both hands, in different keys.

APRIL 6.—Began teaching Helen the Braille musical notation, which she comprehends readily.

APRIL 8.—Helen learned an exercise introducing eighths.

APRIL 16.—She finished a little piece.

APRIL 18.—A lesson upon three-four time, during which she asked, "Do we have two-four measure,—two quarters?" which proves that she has given some thought to the subject.

APRIL 21.—Helen learned another exercise in eighth notes. She said, "I have practised a great deal and struggled hard with my difficulties."

MAY 4.—Several lessons have been spent upon a little piece called "The Echo," which she finished reading today. As a rule, Helen remembers her lessons very well, but occasionally she is obliged to re-read her music.

MAY 12.—For a week we have been practising "The Echo." Helen has had difficulty in remembering it, but this afternoon she played it correctly. I read to her a few measures of "Home, Sweet Home," which introduces double notes and changes of fingering.

MAY 14.—Tried the experiment of having Helen play "The Echo" with expression, believing that the manner in which she

presses the keys and the stronger vibrations will tell her when she is playing louder.

JUNE 1.— My belief proved to be correct.

Taking into account the short time which Helen has devoted to music, and its frequent interruptions, her progress has been excellent. She has indeed struggled nobly with her difficulties.

Helen has also learned a great deal of dynamics and the relation of muscular force to loud and soft effects. It is obvious that her artistic sense is not an exotic plant; it is inherent in her nature. It springs from those finer emotions which make the organization of the soul, and it affects the whole of her being. Her gracefulness of bearing, no less than her faculty of appreciation of the accord of sweet sounds, is fed from within, and not cultivated from without. It is the instinctive expression of certain orderly and unconscious habits of feeling, foremost among which is sensitiveness to rhythm and response to it.

On the occasion of the commencement exercises at Tremont Temple Helen was introduced by Dr. Samuel Eliot, and played the little piece "Echo," which is mentioned in Miss Riley's notes. Her appearance on the platform in the capacity of a student of music was a perfect astonishment to all.

"Her graceful innocence, her every air  
Of gesture, or least action, over-aw'd"

the audience, while her performance was heartily applauded for the absolute correctness which characterized it from beginning to end. Far be it from

my intention to give the impression that Helen's playing was anything more than elementary; yet it was much more than could be accomplished in so short a time by any other blind child of her age. Moreover, the scene was one of absorbing interest. It was singularly charming to see her sitting at the pianoforte and moving her beautiful fingers over the keyboard with entire freedom and accuracy, and with striking confidence.

"Orpheus' self might heave his head  
From golden slumber on a bed  
Of heap'd Elysian flowers, and hear  
Such strains as would have won the ear  
Of Pluto, to have quite set free  
His half-regained Eurydice."

*Ocular Proof of Helen's Progress.*

"Let proof speak."

*Shakespeare.*

Helen's march from the depths of seclusion and ignorance to the lofty regions of mental freedom and knowledge was a series of momentous triumphs, which dazzled the senses and captivated the imagination of all beholders. Her progress in the fields of learning is without parallel, and most of her attainments, judged by the common standard, seem incredible. Hence, in order to prove their reality and dispel all doubts as to their magnitude, we can offer no better and more convincing evidence than that which is afforded by her own writings. The specimens of these, which

have been selected, represent two different periods in the course of her education,— the earliest period and a recent one.

Here is a *fac-simile* of Helen's first composition, addressed to her cousin Anna, which was written three months and fifteen days after she began to receive instruction from Miss Sullivan.

helen write anna  
q e o t q e will give  
helen will shoot  
simson will give  
liz jack will give  
helen stick a candy  
doctor will give mil-  
dred medicine mother  
will make mildred  
new dress

This little note was scribbled on the 17th of June, 1887, and therefore it antedates by thirty-six days the first letter, which Helen wrote to her mother from Huntsville, where she was visiting relatives, on the 23d of July of the same year. Let us compare with this crude specimen of composition the following letter, which she wrote to one of New England's sweetest singers, John G. Whittier, on his eighty-third birthday, and we

shall have an indisputable proof of what she accomplished in the course of three years and six months: —

South Boston, Dec. 17, 1890  
Dear kind Poet,

This is your  
birthday; that was the  
first thought which came  
into my mind when I awoke  
this morning; and it made  
me glad to think I could  
write you a letter and tell  
you how much your little  
blind friends love their  
sweet poet and his birth-  
day. This evening they are  
going to entertain their  
friends with readings

from your poems and  
music. I hope the swift  
winged messenger of love  
will be here to carry  
some of the sweet melody  
to you, in your little study  
by the Merrimac. At first  
I was very sorry when I  
found that the sun had  
hidden his shining face  
behind dull clouds, but  
afterwards I thought  
why he did it, and then  
I was happy. The sun knows  
that you like to see the

world covered with  
beautiful white snow  
and so he left back all  
of his brightness, and  
let the little crystals  
form in the sky. When  
they are ready, they will  
softly fall and tenderly  
cover every object. Then  
the sun will appear in  
all his radiance and  
fill the world with light  
If I were with you today  
I would give you eighty-  
three kisses-one for each

years you have lived.  
Eighty-three years seems  
very long to me. Does  
it seem long to you?  
I wonder how many  
years there will be in  
eternity. I am afraid  
I cannot think about  
so much time. I received  
the letter which  
you wrote to me last  
summer, and I thank  
you for it. I am stay-  
ing in Boston now at  
the Institution for the

Blind, but I have not  
commenced my studies  
yet, because my dearest  
friend, Mr. Anagnos  
wants me to rest and  
play a great deal.  
Teacher is well and sends  
her kind remembrances to  
you. The happy Christ-  
mas time is almost  
here! I can hardly  
wait for the fun to  
begin! I hope your  
Christmas day will  
be a very happy one.

and that the New Year  
will be full of brightness  
and joy for you and  
everyone.

From your little Friend  
Helen A. Keller

This letter is one of the finest productions of Helen's brain. It conveys an adequate idea of the exuberant fancy as well as the naturalness of the little author, and shows that her early promise of abundant fruition has developed into a wonderful inflorescence of achievement. Its sentences are perfect and its phrases pure and sweet. To borrow the words of John Adams,—

"What joyous breathings of a glowing soul  
Live in each page, and animate the whole."

#### *Miss Sullivan's Account.*

At my suggestion Miss Sullivan prepared a full account of Helen's mental development and of her marvellous progress in the acquisition of knowledge during the past three years. Her narrative is a statement of facts pure and simple; yet it reads more like a romance than a record

of actual occurrences. Here is the tale of the achievements of the little pupil, as related by her tutor.

During the past three years Helen has continued to make rapid progress in the acquisition of knowledge. Indeed, the following account may seem incredible to those who have not seen her frequently, but all who have had an opportunity of watching her development from day to day will admit that my statements are not exaggerated. Knowing that the value of this sketch depends upon its exactness, I shall confine myself to the statement of facts, and to making such selections from Helen's own letters and compositions as will enable those who are interested in her progress to form an accurate conception of her achievements. I shall not, however, enter into the details of her education more fully than I have done in previous reports, for I have simply employed principles of instruction already well known; and all who have read Doctor Howe's reports in regard to the education of Laura Bridgman are familiar with the peculiar mental phenomena shown in the development of a mind debarred from the exhilarating influence of sight and sound.

Helen has spent the greatest part of the past three years in South Boston at the Perkins Institution, where she has enjoyed exceptional social and educational advantages. She has numerous and loving friends, not only in the school but throughout the city, whose delight it is to give her pleasure. She is so widely known, and the interest in her is so general, that wherever she goes she is the happy recipient of the kindest attentions; and the task of instructing her is greatly facilitated when she learns about things and people by actual contact with them. Her

power of observation is thereby cultivated, and every faculty of her mind is strengthened.

She is as eager and as enthusiastic in her pursuit of knowledge now as she was three years ago. She has one advantage over ordinary children, that nothing from without distracts her attention from her studies; so that each new thought makes upon her mind a distinct impression which is rarely forgotten.

Here is a letter which indicates Helen's breadth of information, as well as her affectionate qualities.

TUSCUMBIA, ALA., Oct. 9, 1890.

MY DEAR LITTLE FRIENDS:— You must not think I have forgotten you, for I have thought about you very often this summer, and I want to see you very much indeed. I think I shall come to Boston after Christmas. I was disappointed not to come before, but I am very glad to stay with my parents and my little sister. They are lonely when I leave them.

I wish all of you could be here this lovely autumn day. The roses are blooming in all their beauty. I fancy they are saying a sweet good-bye, for soon Jack Frost will come, and then they must depart. The mother-plants are busy putting their little ones away in their warm cradles, to sleep till the springtime comes to awaken them. I am going to send you some magnolia seeds, and the pods where the seeds are formed, so that you can study about them. Perhaps they will grow, if you plant them in a warm place. The seeds are of a bright-red color when they first ripen. I shall also send you a cotton-pod and a fig-leaf. I think you never saw a fig-tree growing; but Miss Bennett will tell you all about it. A leaf shaped like a fig-leaf is called *palmate*, because it looks like the hand. The word comes from the Latin, and signifies the palm of the hand. The cotton is opening very slowly this year, and much of it is spoiled because it has rained continuously for more than a week, and a great deal of rain is not good for cotton. Oh, how delighted I was

when the sun broke through the dense clouds, and I could feel its brightness once more !

I wish I could bring my great dog and my gentle donkey to Boston with me. You would like Lioness, she is such a good, faithful dog. I think Neddy would make you laugh, he is such a funny, round little fellow ; and I am sure Edith would love to ride him. Little sister often rides Neddy by herself. Whenever he hears the dinner-bell ring he goes to the kitchen for some corncobs. I suppose he thinks we have corn for dinner every day. Sometimes I feed the turkeys, and they are so tame that they will come close enough for me to touch them.

We spent the summer on a beautiful mountain near here, where the air was fresh and cool. We call the place Fern Quarry, because there are so many pretty ferns there ; and I named the place where our house stands Mount Pleasant. Neddy used to carry me through the woods and up the steep, rocky paths very carefully ; but when he got on the road which leads to Tuscumbia, he would start for home as fast as he could trot.

Mildred and our little cousin, Louise Adams, were very happy together. They used to pick wild-flowers, catch butterflies, and play in some nice clean sand, until it was time for them to visit slumberland. Louise is a lovely little girl, with golden lovelocks, dark-blue eyes, and soft rosy cheeks. They make us think of two angels who had strayed away from their home in the sky. Every day we went to the springs, and drank the cool water that gushed out from the rocks, and in September we gathered large bouquets of ladies'-slipper and goldenrod, that grew on the hill near the spring. One day my dear brother Simpson found a little baby-bird, which had fallen out of its nest while the mother-bird was away. We played with it for a little while, and then Simpson put it back into the nest.

My vacation is over now, and I have my lessons every day. I study arithmetic, geography, botany and zoölogy. I have

just learned about the wonderful little slime-animals, and to-morrow I shall learn about sponges or polyps,—I am not sure which. In history I am studying about the brave Britons. How courageously they fought for their little island home! I shall be so glad to receive a letter from you, and hear what you are doing in school; and please tell me about the new scholars. I received Miss Marrett's and Miss Bennett's letters, and I thank them for writing to me. I was so very sorry to hear that Mrs. Hopkins' dear little bird, Dick, was dead. In the springtime I will try to get her a young mocking-bird. Were you all delighted to welcome Mr. Anagnos home? I know he must have been glad to see you all again.

With much love, from your little playmate,

HELEN A. KELLER.

While Helen's isolated condition brings with it this advantage, it involves also a corresponding drawback,—the danger of unduly severe mental application. Her mind is so constituted that she is in a state of feverish unrest while conscious that there is something that she does not comprehend. I have never known her to be willing to leave a lesson when she felt that there was anything in it which she did not understand. If I suggest her leaving a problem in arithmetic until the next day, she invariably answers, "I think it will make my mind stronger to do it now."

A few evenings ago we were discussing the tariff. Helen wanted me to tell her about it. I said, "No. You cannot understand it yet." She was quiet for a moment, and then asked, with not a little spirit, "How do you know that I cannot understand? I have a good mind! You must remember, dear teacher, that Greek parents were very particular with their children, and

they used to let them listen to wise words, and I think they understood some of them." I have found it best not to tell her that she cannot understand, because she is almost certain to become excited over this suggestion.

Not long ago I tried to show her how to build a tower with her blocks. As the design was somewhat complicated, the slightest jar made the structure fall. After a time I became discouraged, and told her I was afraid she could not make it stand, but that I would build it for her; but she did not approve of this plan. She was determined to build the tower herself; and for nearly three hours she worked away, patiently gathering up the blocks whenever they fell, and beginning over again, until at last her perseverance was crowned with success. The tower stood complete in every part; but how gladly would I have spared her the nervous strain it had cost! Had she not been endowed by nature with a strong constitution, continuous mental excitement and concentration of attention, such as I have just described, would have long since undermined her health. Fortunately, she is very strong and active. She loves outdoor exercise, and enjoys a romp as well as any little girl I know. She is unusually large for her age,—eleven years. She is well developed physically as well as mentally, and until the summer of 1890 her general health was excellent. Her excessively nervous temperament had not apparently exercised an injurious effect upon her corporal condition. Physicians invariably expressed surprise when assured that she slept soundly and had a good appetite.

A letter to her brother gives expression to her enjoyment of the school routine.

SOUTH BOSTON, MASS., Dec. 3, 1889.

MY DEAR BROTHER:— I was made very happy by your nice letter. You are a dear, good brother, to write me such a nice long letter, and I love you more than I can ever tell. I am having a beautiful time in Boston. It is a very large and lovely city, and the people here are very kind to your little sister. I go to school every day, and learn ever so many things. Perhaps you would like to have me tell you what I do all day. At eight o'clock I study arithmetic. When I come home I will give you some very difficult examples to do. At nine I have gymnastics; and at ten, geography. After that I have lessons in form; and at twelve, zoölogy. I am making a watch-case for mother; but it is a secret, so please do not tell her. I have my lessons in the library. It is a pleasant place. There are books, stuffed animals and bright birds,—only they are not alive,—skeletons, models, and cases filled with beautiful shells and minerals. I wish you could see all the interesting things. Sunday I went to church on board a great war-ship. I saw four hundred and sixty sailors, many huge cannon, long swords and pistols. The men wore uniforms and funny caps. Wednesday the Earl of Meath came to see me; and Saturday the Countess came, but I did not see her. The Earl told me many things about his brave son, who serves the good Queen of England.

Now I must close. Write to me again soon, and please give my love to your friends at college.

With much love and many kisses, from your little sister,

HELEN A. KELLER.

During the month of July, 1890, soon after her return to her southern home, we noticed that she became each day more nervous and excitable. She lost her appetite, and was restless at night. At first we thought these symptoms might arise from the sudden change of climate

at such a warm season of the year; but I now believe that her strength had been overtaxed in learning to speak. She had been ambitious to surprise her parents and other home friends, and the efforts which she made to conquer the difficulties of articulation were often painful to witness. If she is especially interested in anything, she does not forget it after the lesson is over, but continues to think about it even when otherwise occupied. There is no relaxation from mental effort except when she is asleep; and the enthusiasm with which she absorbs knowledge tempts Helen's instructors to allow her to exceed her strength, although they are not at the moment conscious that she is so doing.

I realized this clearly when the strain was removed which she had undergone in learning to speak. Absolute rest became an imperative necessity. We decided to take her to a quiet mountain region, where she gradually grew stronger, and by the middle of September her health had so much improved that she returned home and was allowed to resume some of her studies.

Until October, 1889, I had not deemed it best to confine Helen to any regular and systematic course of study. For the first two years of her intellectual life she was like a child in a strange country, where everything was new and perplexing; and, until she gained a knowledge of language,—a mysterious and difficult undertaking for the little deaf and blind child,—it was not possible to give her a definite course of instruction.

Moreover, Helen's inquisitiveness was so great during these years, that it would have interfered with her progress in the acquisition of language, if a consideration of the questions which were constantly occurring to her had

been deferred until the completion of a lesson. In all probability she would have forgotten the question, and a good opportunity to explain something of real interest to her would have been lost. Therefore it has always seemed best to me to teach anything whenever my pupil needed to know it, whether it had any bearing on the projected lesson or not; her inquiries have often led us far away from the subject under immediate consideration.

There was another reason for deferring the commencement of regular instruction. For more than two years Helen's mind was in a state of perpetual excitement. From the moment when it flashed upon her consciousness, like a revelation, that all objects have names, she became like one inspired, and I instinctively felt that she would accomplish more if allowed to follow her own natural impulses.

Here is a letter which shows how her mind grasps every new suggestion.

SOUTH BOSTON, Jan. 10, 1890.

MY DEAR MR. HALE:—The beautiful shells have come, and I thank you for them. I shall keep them always, and it will make me very happy to think you found them on that far-away island, from which Columbus sailed to discover our dear country. When I am eleven years old it will have been four hundred years since he started with the three small ships to cross the great strange ocean. He was very brave. The little girls were delighted to see the lovely shells. I told them all I knew about them. Are you very glad that you could make so many people happy? I am! I should be very happy to come and teach you the Braille some time, if you have time to learn it, but I am afraid you are too busy. A few days ago I received a little box of violets from Lady Meath. The flowers were wilted, but the kind thought which made Lady Meath send

them was as sweet and as fresh as newly pulled violets. With loving greetings to the little cousins and Mrs. Hale, and a sweet kiss for yourself,

From your little friend,                   HELEN A. KELLER.

Another letter, written at an early date, will afford some idea of the way in which knowledge came to her.

TUSCUMBIA, ALA., Dec. 11, 1888.

MY DEAR MRS. HOPKINS:—I have just fed my dear little white pigeon. My brother Simpson gave it to me last Sunday. I named it Annie, for my teacher. My puppy has had his supper and gone to bed. My rabbits are sleeping, too; and very soon I shall go to bed. Teacher is writing letters to her friends. Mother and father and their friends have gone to see a huge furnace. The furnace is to make iron. The iron ore is found in the ground; but it cannot be used until it has been brought to the furnace and melted, and all the dirt taken out, and just the pure iron left. Then it is all ready to be manufactured into engines, stoves, kettles and many other things.

Coal is found in the ground, too. Many years ago, before people came to live on the earth, great trees and tall grasses and huge ferns and all the beautiful flowers covered the earth. When the leaves and the trees fell, the water and the soil covered them; and then more trees grew and fell also, and were buried under water and soil. After they had all been pressed together for many thousands of years, the wood grew very hard, like rock, and then it was already for people to burn. Can you see leaves and ferns and bark on the coal? Men go down into the ground and dig out the coal, and steam-cars take it to the large cities, and sell it to people to burn, to make them warm and happy when it is cold out of doors.

Are you very lonely and sad now? I hope you will come to see me soon, and stay a long time.

With much love, from your little friend,

HELEN A. KELLER.

Since the above-mentioned date (October, 1889) Helen has pursued a regular course of study, including arithmetic, geography, zoölogy, botany and reading. This course has been continued throughout the intervening time with satisfactory results.

She has made considerable progress in the study of arithmetic. She readily explains the processes of multiplication, addition, subtraction and division, and seems to understand the operations perfectly. She has nearly finished Colburn's mental arithmetic, her last work being in improper fractions. She has also done some good work in written arithmetic. Her natural aptness for perceiving the relation of numbers is so acute, and her mind works so rapidly, that it often happens when I give her an example that she will give me the correct answer before I have time to write out the question. She pays little attention to the language used in stating a problem, and seldom stops to ask the meaning of unknown words or phrases until she is ready to explain her work. Her self-reliance is developed in a marked degree. She prefers rather to rely upon her own powers than be helped over any difficulties. Once, when a question puzzled her very much, I suggested that we take a walk and then perhaps she would understand it. She shook her head decidedly, and said: "My enemies would think I was running away. I must stay and conquer them now," and she did.

The following letter will show how her mind, even three years ago, glanced from earth to sky:—

TUSCUMBIA, ALA., Jan. 29, 1889.

MY DEAR MISS BENNETT:—I am delighted to write to you this morning. We have just eaten our breakfast. Mildred is

running about downstairs. I have been reading in my book about astronomers. *Astronomer* comes from the Latin word *astra*, which means stars; and astronomers are men who study the stars, and tell us about them. When we are sleeping quietly in our beds, they are watching the beautiful sky through the telescope. A telescope is like a very strong eye. The stars are so far away that people cannot tell much about them, without very excellent instruments. Do you like to look out of your window, and see little stars? Teacher says she can see Venus from our window, and it is a large and beautiful star. The stars are called the earth's brothers and sisters.

There are a great many instruments besides those which the astronomers use. A knife is an instrument to cut with. I think the bell is an instrument, too. I will tell you what I know about bells.

Some bells are musical and others are unmusical. Some are very tiny and some are very large. I saw a very large bell at Wellesley. It came from Japan. Bells are used for many purposes. They tell us when breakfast is ready, when to go to school, when it is time for church, and when there is a fire. They tell people when to go to work, and when to go home and rest. The engine-bell tells the passengers that they are coming to a station, and it tells the people to keep out of the way. Sometimes very terrible accidents happen, and many people are burned and drowned and injured. The other day I broke my doll's head off; but that was not a dreadful accident, because dolls do not live and feel, like people. My little pigeons are well, and so is my little bird. I would like to have some clay. Teacher says it is time for me to study now. Good-bye.

With much love, and many kisses, HELEN A. KELLER.

Geography is her favorite study. About strange countries and their inhabitants she never tires of learning, and I venture to assert that very few boys or girls, even in the highest grades of the public schools, have a more

extensive knowledge of foreign lands than has Helen. In this study she is greatly assisted by her vivid imagination, which translates words into images and sentences into pictures. She has received letters and tokens of affection from strangers in other nations, and so feels a real and personal interest in whatever concerns them. While Mr. Anagnos was travelling in Europe, he sent her a full description of each important city he visited. She looked forward to the coming of these letters with great eagerness, and it would have delighted the writer to see the pleasure which her bright face expressed during the reading of these communications.

She had conceived a great admiration for kings and queens, having an idea that queens must all be beautiful, and that kings are born good and wise. It was therefore a very painful surprise to her when she learned of the cruel punishments which the czar allows his officers to inflict upon some of his subjects. She said: "I think the czar cannot know that his officers do wrong. We must send a wise messenger to tell him that his people are unhappy."

The following letter will illustrate her interest in passing history, as well as her delight in crowned heads: —

TUSCUMBIA, ALA., December 8.

MY DEAR MADEMOISELLE RILEY: — I think you will like to receive a letter from Helen A. Keller. I would like to run into the parlor, and have a good game of tickle with you. Are you very lonely? I miss all of my friends very much. I have been reading about kings and queens. Teacher says I am a beautiful princess. The Queen of Roumania is Elizabeth. She is a lovely queen. Her friends call her the Wild Rosebud of Wied. She was born in Wied, a pretty place on the Rhine River. She

was taught to read and to sew and to cook, when she was a very small child. She had a poor little invalid brother. His name was William. Elizabeth was always very kind and patient with her little brother. The queen, their mother, had a garden made for the prince and princess to work in. They sowed grain and planted corn, milked their cows, and took care of their hens. When Elizabeth became the queen of Roumania the people were glad, and they call her the Little Mother,—because she is always helping them, just like a *real* mother. Roumania is a little country, with high mountains all around it; and it is between Turkey and Russia. The Roumanians call their country a word that means *my darling*. The queen had one little daughter. Her name was Maria, but she died when she was only four years old. The poor queen was very sorrowful. Wilhelmina, the Princess of Holland, is a wee Dutch maiden. She is only four years old, but some day she will be queen of Holland.

Please give my love to Mrs. Hopkins, and tell her I wish Dick would fly to Alabama to see me. I will catch him and put him in a cage. I hope you will write me very soon. Now I must close.

With much love, from your affectionate little friend,

HELEN A. KELLER.

On the general subject of geography let Helen also speak for herself in the following paper:—

#### AN EXERCISE IN GEOGRAPHY.

GEOGRAPHY is a description of the earth's surface, the countries upon it and the people who inhabit it; and it tells us about plants, animals and minerals, which we have never seen, and that are not found in our own country. The name comes from two Greek words, meaning the *earth* and *to describe*. I have been studying mathematical geography. I have learned about the form, size and motions of the earth, and of its division

by circles, so that we can tell the position of places on it. The earth is a spheroid,—nearly round, like a sphere, but a little flattened on two opposite sides, like an orange. It has several names. It is sometimes called a *globe*, a *planet*, or *our world*.

Mountains and valleys do not change the form of the earth sufficiently for us to notice it, because the earth is so very large that the mountains are not high enough to make any difference. The earth seems flat to us because it is so large, and we can only see a little of it. When I put grains of sand on a clay ball, they do not affect the shape of the ball.

Some people know the earth is round, because they have travelled around it many times; and when astronomers look at the moon through a telescope, they see a picture of the earth on the moon, and it is always round.

The earth has two motions, a daily rotation upon its axis, and a yearly revolution around the sun. The axis is not real. It is only an imaginary line, passing through the centre of the earth, between the flattened sides. When I put a wire through an orange, so that it connects the flattened sides, and turn the orange around on the wire, the wire is then the axis of the orange. The poles are the ends of the axis. The one which points to the North Star is called the North Pole, and the opposite end is called the South Pole.

The earth is always turning on its axis, from west to east. This motion is called its *rotation*. It takes the earth twenty-four hours to make a complete rotation. It is the rotation that makes night and day.

The sun appears to rise in the east. The compass is an instrument that has a little magnetic needle, that always points to the north. The four principal points of the compass are west, east, south and north. The points between are north-west, north-east, south-west and south-east.

While the earth is rotating upon its axis, it also revolves around the sun. The path which the earth travels is nearly a

circle, and is called the earth's *orbit*. It takes the earth twelve months, or one year, to make its revolution around the sun, because it is a very long journey. When the earth has made one revolution, it does not stop, but continues to make an annual revolution, year after year. This revolution of the earth is one cause for the change of seasons. The earth does not seem to us to move. That is because we are moving, too, just as fast as the earth; but the wise men say that if we could stand on the moon, and look at the earth through a telescope, we should see that it moved very swiftly.

The earth may have a great many circumferences, — just as many as there can be lines drawn around it. Its largest circumference passes around the earth at an equal distance from the poles. It measures 25,000 miles. The lines which are drawn parallel to the great circumference are called parallels, and they are used to measure latitude.

The earth's diameter is a straight line, passing through the centre, between two opposite points. The longest diameter would connect two points in the great circumference. Such a line would measure 8,000 miles. The shortest diameter would connect the poles, and such a line measures 26 miles shorter than the longest line. The equator divides the earth into two equal parts, or hemispheres. The horizon is the line where the sky seems to touch the earth. The zenith is the point in the sky just over our heads. Latitude is the distance north or south from the equator. All countries north of the equator are in north latitude, and those south of it are in south latitude. All places near the equator are in no latitude, and places near the poles are said to be in high latitude.

The meridian circles are imaginary lines, passing around the earth from north to south. A meridian is half a circle. Longitude is the distance east or west from a meridian. Longitude and latitude are reckoned by degrees. There are 90 degrees of north and 90 degrees of south latitude, and 180 degrees of west longitude and 180 degrees of east longitude. All places

upon the same meridian have the same length of day and night, and have noon at the same time.

Meridians enable us to tell how far one place is from another, and their direction. England and America usually reckon longitude from the meridian at Greenwich; but sometimes Americans reckon it from the meridian at Washington.

Antipodes are people who live on the opposite side of the globe from each other. The hottest part of the earth is at the equator. The heat is greatest there, because the sun is more nearly overhead all the time. The climate grows colder as we go from the equator towards either of the poles. There are five zones. They are north frigid, north temperate, torrid, south frigid and south temperate. The frigid zones have but two seasons, a long winter and a short summer. The temperate zones have four seasons, winter, spring, summer and autumn. The torrid zone has two seasons, the dry and wet, equally long. The days and nights at the equator are nearly equal throughout the year. As we leave the equator and go towards the poles, the nights and days are more and more unequal. In the summer the days are the longest in the temperate zones. The day at the poles is six months long, and the night is the same.

HELEN KELLER.

When asked which country she liked best, Helen replied instantly, "France!" and gave this as her reason: "The French people are so gay and have such beautiful fancies." After a moment she added: "They must be the happiest people in the world! Are they?"

She has been fortunate in meeting many persons who have travelled extensively, and are glad to answer her eager inquiries about the countries and people they have seen. As she rarely forgets anything she has been told, she has gathered a rich harvest of information in this way.

By the following letter we can see how Helen thought about foreign lands, and expected some day to visit them :—

INSTITUTION FOR THE BLIND, SOUTH BOSTON.

MY DEAR MR. MURRAY:—I thank you for your kind letter, and for your love. It gives me very great pleasure to know that good friends in far-away countries think of me and love me. I was so glad to hear about your dear little girls. I should be delighted to receive a letter from them some time. You did not think to tell me their names. I hope if they write to me, they will tell me something about Montreal, and I should be pleased to know what they study in school.

Boston is a beautiful and very large city. I like to live here very, very much. I learn many new things every day. I love all of my studies greatly. Geography tells me about the beautiful earth, and the countries which are upon it. Arithmetic tells me about numbers, and I like it exceedingly. Botany tells me interesting things about the flowers that I love so dearly. I miss my flowers very much. I have none to take care of here. Do your little girls have a pretty garden? Zoölogy tells me very curious things about animals. I think my dogs and kitties will laugh when I tell them that they are vertebrates, mammals, quadrupeds, and that a long time ago they were wild, like the wolf and the tiger. They will not believe it, I am sure. I am studying French, too. *Je pense à vous, et à votre bonne petites filles!* When I go to France I shall speak French to my new friends. *J'ui une belle petite soeur. Elle s'appelle Mildred.*

Now I must say *au revoir*. Please kiss the little girls for me, and write to me again some day.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

In another of Helen's dreams, written in October, 1890, may be seen how vivid was my pupil's perception of the studies she pursued.

## A DREAM.

I had a very amusing dream last night. I thought I was in England, but it was a great many hundreds of years ago; and I was puzzled, because I could not remember that I had been in a ship, or anything about crossing the ocean; but there I was, so I thought I would look around, and see all the curious things in this strange country. When I asked somebody—I think it was a soldier, because he wore a helmet, a shield, and a long sword at his side—what the name of the place was, he seemed much surprised, and said, Kent! and asked me where I had come from. I replied that I was a little American, from way across the sea, and that I would like to see King Ethelbert. He said he had never heard of America, but he would take me to the king's palace. He told me we should have to ride, because it was too far to walk; and so we got two beautiful horses,—the war-horses the Britons loved so much,—and drove very fast; for the roads which the Romans had made, when they were in Britain, were still very good. Nearly all the people we passed on our way were Saxons. I asked my companion where the Britons were, and he told me that the Saxons had driven them into Wales, Cornwall and Devonshire. I was very sorry for the brave Britons, who had defended their little island home so long and courageously against the Romans. I thought the Saxons were very unjust to take the Briton's country from them. Prince Vortigern did not think they would do such a thing, or he would not have invited Hengist and Horsa to help him keep out the Scots and Picts; and I am sure he never would have married the beautiful Rowana.

At last we reached the palace. The king received us in a great hall. He was seated upon a throne, and wore very costly robes, trimmed with gold and precious stones, and upon his head he wore a crown. All around him stood his courtiers and the wise men of his kingdom. Augustine, the monk from Rome, was telling King Ethelbert about Christ and the Christian

religion. The king believed all that the monk told him, and was converted. Then his courtiers and wise men believed also, and in a short time Kent became a Christian kingdom. The king gave Augustine permission to build a little church, close to the palace, on the spot where the beautiful cathedral of Canterbury now stands. He also told his nephew, Prince Cebert, to build two churches, one where there was a temple to Apollo, and the other where there was a temple to the goddess Diana. The first was where Westminster Abbey now stands, and the second was where Saint Paul's Church stands now.

When the king noticed me he was very kind and polite. I told him I came from the beautiful country called America, and I would like to visit all the interesting places in his country. He sent a guide to show me the way. I saw the great wall, seventy miles long, which three Roman emperors, Agricola, Hadrian and Serverus had built; but the wall was crumbling to ruins, and the grass and weeds were growing all over it. I drank some cool water from the wells which the Romans had sunk, and sat on the Stonehenge, one of the altars that the Druids had built before the Romans invaded the islands.

After that I went to Cornwall, and the Britons showed me the ruins of King Arthur's castle. I also visited the tin mines, and talked with the miners. They told me that in stormy weather, when they are at work, they can hear the noise of the waves thundering above their heads; and I think it must have been the angry waves beating against the rugged sea-coast of Cornwall that awoke me in the middle of my dream.

HELEN KELLER.

OCTOBER 10, 1890.

No attempt has been made to make her lessons in zoölogy and botany formally scientific. I have introduced these studies thus early in her education, for the purpose of cultivating her senses, furnishing themes for

thought, and improving her language. That they have served these purposes will be seen from the following essays.

#### EXERCISE IN BOTANY.

PLANTS have two kinds of organs. They are organs of vegetation, consisting of roots, stem and leaves, and those of reproduction, consisting of flowers, fruit and seed. The organs of vegetation nourish the plant and enable it to grow. Those of reproduction form new plants. Roots grow downward, and take part of the nourishment from the soil. They send off little branches, called *fibres or rootlets*. Stems grow upward, and bear leaves and flowers.

Leaves are usually thin, flat and green, turning one face upward to the sky, and the other toward the ground. They make the foliage, and take part of the food from the air. In the leaves the food is changed into something that will nourish the plant; and the food, after it is digested, makes the plant grow.

The smallest geranium and the largest tree are alike in their organs, only the tree is more extended. Plants reproduce new plants by seeds. First they bloom. Then the blossom develops into the fruit, and the essential part of the fruit is the seed. The essential part of the seed is the embryo. It is a little plantlet, ready formed in the seed.

Flowers are more interesting to us because of their sweet fragrance, exquisite shapes and delicate texture. Flowers consist of a calyx, corolla, stamens and pistil. The calyx and corolla make what is called the *floral envelope*. They protect the stamens and pistils. Calyx is the Latin name for *flower-cup*. The calyx is the outer covering of the blossom. The corolla is the inner set of leaves. The corolla usually has bright colors, and is very beautiful. The leaves of the calyx are called *sepals*, and those of the corolla *petals*. The stamens in the morning-glory are fastened to the bottom of the corolla, and there are five of them. Each stamen consists of two parts,

filament and anther. The filament is the stalk, and the anther is a case at the top of the filament, containing pollen. The stamens and the pistil are the essential parts of the flower. The pistil is the body in which the seeds are formed. The morning-glory has one pistil. The rose and buttercup have a great many.

The pistil consists of three parts: the *ovary* at the bottom, which becomes the seed-vessel; a slender part in the middle, called the *style*; and the *stigma* at the top. Some of the pollen is blown on the stigma to make the seed ripen. The ovules are the little bodies that form the seeds. Some flowers do not have all these parts. The filament and style are sometimes absent, for they are not necessary. The ovary, stigma and anther are always present. The corolla, stamens, and sometimes the calyx, fall off after blooming; but the ovary remains, and becomes the fruit. So the fruit is the ripened ovary. It may be a strawberry, a peach, a grain, a nut or a pod,—like the lily pod, or morning-glory pod. The radical is the stemlet of the embryo, and cotyledons are the seed-leaves. The seeds do not begin to grow as soon as they are ripe. They lie dormant for a long while,—in most plants until the next spring after they ripen, and in some until the spring after that.

#### EXERCISE IN ZOOLOGY : *The Bee.*

THE bees, ants, wasps, hornets and ichneumon flies belong to the order *Hymenoptera*. Bees are the most perfect of all the insects. There are solitary bees and social bees. The solitary bees live in holes in the earth, like the ants, or in silk-lined earthen cocoons. The social bees live in large communities, and they have a queen to reign over them.

A hive contains three kinds of bees: First, a queen bee, distinguished from the others by the greater length of her body and shorter wings. Second, worker-bees, and these are all females, but they do not lay eggs. There are many thousands of them in a hive. They are the smallest-sized bees in the hive,

and they are armed with a sting. Third, drones, or males. There are about 1,500 drones in the hive ; and they are larger than the workers, and of a darker color, and they make a greater noise in flying. They have no sting. All the work of the community is done by the workers. They make the wax and construct the cells and collect the honey and feed the brood. The drones are the father-bees. The queen bee lays all the eggs. The eggs remain about three days in the cells before being hatched. Then a little white, worm-like animal makes its appearance. This larva is fed with honey for some days, and then changes into the pupa. After passing a few days in this state, it comes out a perfect winged insect.

The body of the bee is about half an inch long, and is of a dark-brown color. It is covered with tiny hairs, which assist it greatly in collecting the pollen of flowers, which it moistens with its mouth, and passes it on from one pair of legs to another, till it is safely put away in the little baskets which are attached to the middle and hind legs. These little baskets are smooth and glossy on the outside ; while the inner surface is lined with strong hairs, which keep the pollen from falling out. The queen and drones are not supplied with baskets, because they do not have to gather the pollen.

Propolis is also carried in the baskets. It is a viscous substance, by which the combs are fastened to the roof and the wall of the hive, and by which any openings are closed, to keep out wee animals and the cold. The three pairs of legs are furnished at the joints with stiff hairs, forming brushes, some round and some flat, for brushing off the pollen. These wonderful little legs terminate each in two hooks, by means of which the bee attaches itself to the roof of the hive and to another bee.

The head is much flattened, and is shaped something like a triangle. It is furnished with two large eyes, which are thickly studded with hairs, to keep out the dust ; and besides the large eyes, the bee is provided with three small eyes, situated on

the very crown of the head. The antennæ are two tubes, about as thick as a hair, and they are between the eyes, and a little below the ocelli, or small eyes. They consist of twelve joints, and they are very flexible. Their extremities are tipped with small round knobs, and they are very, very sensitive organs of touch. The bees use these organs to recognize one another and their queen. The mouth includes the tongue, the mandibles, the maxillæ, the labrum, with the proboscis connected with it, and four palpi, or feelers. The tongue is very small. The mandibles have a lateral motion, are furnished with teeth, and serve as tools. The proboscis is adapted for lapping up the sweet juices secreted in the flowers.

The palpi are used to ascertain the nature of food the bees wish. The two pairs of wings are attached to the thorax. Behind the wings, on each side of the thorax, are situated several little spiracles, through which the bee breathes, like other insects. The rushing of the air through these spiracles, against the wings, while in motion, is thought to be the cause of the humming sound made by the bee. The three pairs of legs are also attached to the thorax. The head and abdomen are jointed to the thorax by means of a slender ligament. The abdomen consists of six scaly rings.

The bee has two stomachs. The first is a large membranous bag, with a pointed opening, where the honey enters. It is a good deal like the crop of a bird. No digestion takes place in it, and its muscular walls can throw back the honey into the mouth, when the bee is ready to deposit it in the cells, or to give it to the young bees. Digestion takes place in the second stomach, which is longer than the first, and is connected with it and the intestines. The abdomen also contains the venom-bag and the sting. The sting is exceedingly fine, and at the end is armed with minute teeth. When the sting pierces the flesh, the poison is squeezed into the wound from the venom-bag. The abdomen also receives the honey, from which the wax is made. Wax-scales are found in pairs, in tiny open-

ings under the lower segments of the abdomen. Only eight scales are furnished by each bee.

The queen bee is easily recognized by the slowness of her flight, by her size, and by the respect and attention paid her. She lives in the interior of the hive, and seldom goes out; and if she leaves the hive, the whole swarm will follow her. When the queen is ready to deposit the eggs, she examines the cells carefully, to see that they are all right; for the cells of the queens, males and workers are not alike. The queen puts the eggs from which workers are to come in six-sided cells. The cells of the drones are irregular in form; and those of the queens are large, and more circular. The first eggs laid are workers. While the queen is laying these eggs, the cells for the drones are being constructed. When they are ready, the queen lays the male eggs. The royal cells are completed last, and the queen deposits just one egg in each royal cell.

When the eggs are laid, the workers supply the cells with pollen, mixed with honey and water. This is the food for the larvæ, and is sometimes called *bee-bread*. The larvæ are small white worms, without feet. The workers remain five days in this state, the males six and a half, and the females five. At the end of this time the openings of the cells are closed with a mixture of wax and propolis, and the larvæ begin to spin a silken cocoon, which is completed in thirty-six hours. In three days more the larva changes into the pupa, and on the twentieth it comes out a perfect worker. The males come out four days afterwards. It takes the bee two days to acquire strength for flying. During this time it is fed and carefully tended by the nurse bees. Several workers may be hatched in the same cell, but the royal cells are never used but once, being destroyed when the queen escapes. The eggs and larvæ of the royal family do not look different from the workers', but the young are more carefully nursed, and fed with a better kind of food, which causes them to grow so rapidly that in five days they are ready to spin their web; and on the sixteenth day they become

perfect queens. Only one queen can reign in the hive, and the young ones are guarded carefully from the mother queen, because she might sting them to death if they were allowed to come out.

When the workers have secreted a sufficient amount of wax, they begin to build the combs. The cells are formed in parallel and vertical layers, and are separated from each other, so that the bees can pass in and out. The cells are six-sided, and the bottom of each cell is flattened. When the bees are making the cells, they stand as close together as possible, and deposit the wax side by side. All the drones are killed in July or August, and the workers begin to collect the honey for the winter store. They sleep during the cold winter days, and awaken when the warm spring comes. They are very busy little workers, and they put up honey enough for themselves, and share with us, too. The most delicious honey is made in France, Greece and Switzerland; and much very good honey is made in England and America.

Not satisfied with exercises alone, Helen also put her knowledge of bees into the form of a story.

#### THE STORY OF THE BEES.

ONE beautiful morning, last June, a sweet little girl thought she would go out in the garden and pick some flowers for one of her playmates, who was sick and obliged to stay shut up in the house this fragrant summer morning. "Tommy shall have the most beautiful flowers in the garden," thought Edith, as she took her little basket and pruning scissors, and ran out into the garden. She looked like a lovely fairy or a sunbeam, flitting about the rosebushes. I think she was the most exquisite rose in all the garden herself. Her heart was full of thoughts of Tommy, while she worked away busily. "I wish I knew something that would please Tommy more than anything else!" she said to herself. "I would love to make him happy!" and she sat down on the edge of a beautiful fountain to think.

While she sat there thinking two dear little birds began to take their bath in the lovely, sparkling water, that rippled and danced in the sunshine. They would plunge into the water and come out dripping, perch on the side of the fountain for a moment, and plunge in again. Then they would shake the bright drops from their feathers, and fly away singing sweeter than ever. Edith thought the little birds enjoyed their bath as much as her baby brother did his.

When they had flown away to a distant tree, Edith noticed a beautiful pink rosebud, more beautiful than any she had yet seen. "Oh, how lovely you are!" she cried; and, running to the bush where it was, she bent down the branch, that she might examine it more closely, when out of the heart of the rose came a small insect, and stung her pretty cheek. The little girl began to weep loudly, and ran to her father, who was working in another part of the yard. "Why, my little girl!" said he, "a bee has stung you." He drew out the sting, and bathed her swollen cheek in cool water, at the same time telling her many interesting things about the wonderful little bees.

"Do not cry any more, my child," said her father, "and I will take you to see a kind gentleman who keeps many hives of bees."

"Oh, thank you!" cried Edith, brushing away the tears. "I will run and get ready now."

The bee master, as every body called the old man who kept the bees, was very glad to show his little pets, and to tell Edith all he knew about them. He led her to a hive, made wholly of glass, so that she might watch the bees at their work.

"There are three kinds of bees in every hive," said the gentleman. "That large bee in the middle is the queen bee. She is the most important bee in the hive. She has a sting, but seldom makes use of it. Those busy little bees are the worker bees. It was probably a worker that stung you this morning, my little girl," said the bee master.

Edith thought she did not like the worker bees as well as the others ; but when she heard what industrious little workers they are, and how they take all the care of the young bees, build the cells of wax, and bring in the honey, she felt much more affection for them.

" That large, lazy-looking bee is the drone, or the father bee. Drones have no sting ; and, as they do not help gather the honey, they are all killed during the summer months by the workers."

" What has the queen to do ? " asked Edith.

" Oh ! " replied the gentleman, " she is the mother bee ; and she is so very busy that often she lays a thousand eggs in a single day. She is very wise, too, about some things. She never lays an egg from which is to come a queen in any but a royal cell."

" What a busy queen she must be, with so many children to take care of ! " exclaimed Edith.

" No," answered the bee master, " she leaves the whole care of her large family to some of the worker bees, called nurses. A few of the working bees act as body-guard to her majesty, and never did a queen have braver or more faithful protectors."

" What do the bees do in winter, when there are no flowers from which to gather honey ? " inquired Edith.

" They sleep during the long, cold winter days, and awaken when the warm spring sun returns," replied her kind instructor.

" Now," said Edith's father, " we had better go, or you will not get to see Tommy to-day."

Then the little girl thanked her new friend for telling her so much about his interesting pets, and promised to come and see him as often as she could.

" Oh, father ! " cried Edith, as they walked homeward, " I am almost glad that the naughty little bee stung me this morning, for now I shall have something amusing to tell Tommy."

HELEN KELLER.

My pupil's interest was not confined to bees, as may be seen from the following sketch : —

A FAIRY STORY.

SOUTH BOSTON, April 18, 1890.

YESTERDAY I had such a beautiful surprise! You cannot imagine what it was, so I will tell you. It was a lovely little fairy, with large and beautifully colored wings. No, it was not a bird. The wings were not made of feathers, but of soft velvet, and there were four of them. The body was round and slender, and there were three pairs of funny little red legs growing from it; and, funniest of all, two delicate antennæ, which look like horns, stood straight up on its head, and the little creature kept moving them about in a very restless way.

Now, can you guess the name of my fairy? Yes, it was a moth; but it had two other names besides. The long one, which the wise men gave it, is Polyphemus, and I call her Beauty. Where do you suppose Beauty came from? Why, she came from a tiny country called Cocoonland. Perhaps you wonder where Cocoonland is? It is not put down on the maps; but if you come to see me, I will show it to you. Cocoonland is a very still place; and quiet was just what Beauty needed while she was a pupa. She slept long and peacefully, because she knew that dear Mother Nature wished her to sleep until her body had undergone a wonderful change. Beauty did not know what she would look like when she awoke, but she was content to wait.

When the warm sun stole into Cocoonland, Beauty awoke, and began to move about a little. Then how great was her surprise when she discovered that Mother Nature had given her four beautiful wings! "Why," said she, "I cannot use these beautiful wings in this small place. There must be another world somewhere. I will try and see if I cannot find it. There is nobody here to admire me, and I am too charming to stay in this sleepy place." And right away she began

searching for an opening, which would lead her to the brighter world ; but she could not find one, so she went to work, and made one large enough to draw herself through. And where do you think she landed? I must tell you, for I am sure you could not guess. She landed on my bureau,— very tired, and much troubled by the bright sunshine. She did not expect to find quite such a bright world, and it was very difficult for her to get around in so much light. Poor Beauty was made very happy when I found her, and took her in my warm hand, for she was so lonely and sad without friends. She was delighted when I admired her beautiful wings, and in the evening she was quite content in her new home ; and when the gas was lighted she began to lay some pretty little eggs in my hand.

SUNDAY MORNING, APRIL 20. Beauty has not eaten anything since she came to live with us until today. This morning I put her on a bunch of Mayflowers, and just as soon as she touched them, she began to sip the honey.

MONDAY MORNING, APRIL 21. Beauty is growing stronger. Last night she used her wings for the first time. We left her in the back parlor when we went to bed, and this morning I found her in the front parlor, under the mantelpiece, where the Mayflowers are. Her wings are very brittle now, and not nearly so pretty as they were at first. She has not laid any eggs since Saturday.

TUESDAY, APRIL 22. Oh, how lovely! A beautiful yellow butterfly has come to stay with Beauty. The little cousins are as happy as happy can be, on a bunch of fresh Mayflowers.

In the next essay Helen weaves fancy and fact charmingly together.

#### JACKY AND MAYO.

I KNOW a little boy who has a fine large dog named Mayo. The boy's name is Jacky. Papa calls him Baby Jack. Jacky was four years old his last birthday. His mamma thinks he is the prettiest baby in all the land ; and you would think so too,

if you knew him. He has big, brown eyes, and hair the color of the sun, and soft, rosy cheeks. When people meet Jacky and his mother walking in the park, they say: "See that beautiful little fellow! I wonder who he is!" When papa comes home at night he takes Jacky in his arms, and puts back the tangled golden curls from his smooth forehead, and kisses him many times, saying: "What has Baby Jack been doing today?"

Do you think there ever was another baby quite as beautiful as this one I am telling you about?

Mayo is an Irish setter, very proud of his curly red coat and silken ears. Jacky and Mayo are the best of friends. They play together all the day long. It is fun to watch them while they frolic. Jacky tries to ride Mayo; but Mayo does not like that, so he turns over in the middle of the road, and Jacky gets his clean white dress all soiled and much rumpled. Both the boy and the dog think that the greatest fun of all. Sometimes Jacky puts his chubby arms around Mayo's neck, and says: "Oh, what a good doggie you are! I love you as hard as I can!" Mayo wags his tail and licks Jacky's hands, as if to say: "I love you, too, little playmate!" When the sun goes down in the west, and the stars begin their twinkling, Jacky and his faithful companion have their supper and go to bed. And now I must leave the sweet child and his kind friend, for I cannot follow them into dreamland yet.

HELEN A. KELLER.

The intellectual improvement which Helen has made in the past two years is shown more clearly in her greater command of language and in her ability to recognize nicer shades of meaning in the use of words than in any other branch of her education.

From the very first she evinced an extraordinary aptitude for learning language. She has always been able to remember words and phrases without making any special effort to do so, and she seems to know intuitively how to

use them correctly. Not a day passes that she does not learn many new words, nor are these merely the names of tangible and sensible objects. For instance, she one day wished to know the meaning of the following words : *phenomenon, comprise, energy, reproduction, extraordinary, perpetual* and *mystery*. Some of these words have successive steps of meaning, beginning with what is simple and leading on to what is the essence of abstraction. It would have been, for example, a hopeless task to lead Helen's mind to comprehend the more abstruse meanings of the word *mystery*; but she understood readily that it signified something hidden or concealed, and when she makes greater progress, she will grasp its more abstruse meaning as easily as she now does the simpler signification. In investigating any subject there must occur at the beginning words and phrases which cannot be adequately understood until the pupil has made considerable advancement; yet I have thought it best to go on giving my pupil simple definitions, thinking that, although these may be somewhat vague and provisional, they will come to one another's assistance, and that what is obscure today will be plain tomorrow.

I am constantly asked, by those familiar with the difficulties of teaching language to deaf-mutes, how Helen has acquired such a comprehensive command of English in so short a time. In teaching her I have no particular system or theory. I regard my pupil as a free and active being, whose own spontaneous impulses must be my surest guide. I have always talked to Helen exactly as I would talk to a seeing and hearing child, and I have insisted that other people should do likewise. Whenever any one asks me if she will understand this or that word I always reply :

"Never mind whether she understands each separate word of a sentence or not. She will guess the meanings of the new words from their connection with others which are already intelligible to her."

In selecting books for Helen to read, it has never occurred to me to choose them with reference to her misfortune. She always reads such publications as seeing and hearing children of her age read and enjoy. Of course in the beginning it was necessary that the things described should be familiar and interesting, and the English pure and simple. As soon as Helen's curiosity in regard to any subject is aroused, it is surprising to see how certain obstacles which a moment before seemed to bar her progress vanish like clouds before the brightness of her awakened intellect. I remember distinctly when she first attempted to read a little story. She had learned the letters of the alphabet, and for some time had amused herself by making simple sentences, using slips on which the words were printed in raised letters; but these sentences had no special relation to one another. One morning we caught a mouse, and it occurred to me, with a live mouse and a live cat to stimulate her interest, that I might arrange some sentences in such a way as to form a little story, and thus give her a new conception of the use of language. So I put the following sentences in the frame, and gave it to Helen: "The cat is on the box. A mouse is in the box. The cat can see the mouse. The cat would like to eat the mouse. Do not let the cat get the mouse. The cat can have some milk, and the mouse can have some cake." The word *the* she did not know, and of course she wished it explained. At that stage of her advancement it would have been impossible to explain its use, and so I did not

try, but moved her finger on to the next word, which she recognized with a bright smile. Then, as I put her hand upon puss sitting on the box, she made a little exclamation of surprise, and the rest of the sentence became perfectly clear to her mind. When she had read the words of the second sentence, I showed her that there really was a mouse in the box. She then moved her finger to the next line with an expression of eager interest. "The cat can see the mouse." Here I made the cat look at the mouse, and let Helen feel that the cat's face was turned that way. The expression of the little girl's countenance showed that she was perplexed. I called her attention to the following line, and, although she knew only the three words, *cat*, *eat*, and *mouse*, she grasped the idea. She pulled the cat away and put her on the floor, at the same time covering the box with the frame. When she read, "Do not let the cat get the mouse!" she recognized the negation in the sentence, and seemed to know intuitively that the cat must not get the mouse. "Get" and "let" were new words. She was perfectly familiar with the words of the last sentence, and was delighted when allowed to act them out. By signs she made me understand that she wished another story, and I gave her a book containing very short stories, written in the most elementary style. She ran her fingers along the lines, finding the words she knew and guessing at the meaning of others, in a way that would convince the most conservative of educators that a little deaf child, if given the opportunity, will learn to read as easily and naturally as ordinary children.

How rapid has been Helen's progress in story-telling may be seen from the following tale, which also shows her tenderness of heart.

## A SAD STORY.

ABOUT eight o'clock, one very cold evening last winter, a little girl and her teacher were hurrying along Broadway, South Boston, anxious to reach their bright, warm home ; for, although they were very warmly dressed, their feet and hands were almost frozen, and the falling snowflakes made it difficult for them to find their way safely. "How cold those little boys, standing under the street light, must be!" thought the little girl. "I wonder why they do not go home, out of the storm." Her teacher explained to her that they were little newsboys, and that they were trying to sell their papers, because some of them were poor, and needed money to buy food for themselves. The child's eyes filled with tears, to think how sad and lonely the little fellows looked, and when she got home she wrote this sad story. It is only a story, but I think it may have happened to just one little newsboy.

One bitterly cold night last January a little newsboy stood before a large house on Broadway, in South Boston, trying to sell his papers. Dear little stranger! how sad and lonely he looked, standing there close to the lamp post crying, *Herald*, *Globe*, and *Evening Record*. The busy people hurried past him, eager to reach their own pleasant homes and loved ones. Very, very few paused to buy a paper from the little fellow, who stood shivering with cold under the street light. The poor boy gazed up at the windows of the great house, and thought how warm and comfortable the children inside were ; and his eyes filled with tears at the thought of his own loneliness. He leaned against the lamp post, tired and cold and hungry. He could hardly stand alone, but after a moment he said to himself, "I must try to sell just one paper, or I shall starve before day." He made a great effort to move ; and just then the door of the great house opened, and a little girl called him to approach. He climbed the slippery steps as fast as he could.

"Come in!" said the kind-hearted little girl, "and warm yourself by the fire. I fear you are almost frozen, and I am sure you are hungry, too." She took his rough, cold hand in hers, and gently led him into the hall. "Thank you!" said the poor boy, gratefully.

Then he whispered mournfully, "I have had nothing to eat since morning."

"How very pitiful!" said the child tenderly. "You shall have a nice warm supper in a few minutes."

But suddenly one of the servants appeared in the hall, and ordered the ragged stranger out of the house.

"Oh, Mary!" cried the little girl, "he is cold and weary and hungry. Please let him sit by the fire and get warm, and have something to eat."

"No!" said Mary decidedly. "Your mother would be displeased if she knew such a person was in the house." Then she pushed the weeping boy out on the steps, in the snow and the cold, and closed the door.

"Poor little brother!" cried Violet, opening the door again. "Wait a moment, and I will give you some money, and you can buy something to eat."

She vanished, and returned in a moment with a bright silver dollar her papa had given her that morning, to buy a new toy. She gave it to the boy with a sweet kiss and a gentle good-bye. "Try to be cheerful!" she said, "and whenever you come on this street, I will try to see you and speak to you." Then she shut the door.

The little newsboy was too cold and desolate to think of food. He longed to lie down in some sheltered place, and rest. He walked on and on, until he came to a quiet street, where there were few people passing, and looked around for a sheltered nook; but he saw none, so he crept close to a stone wall, and lay down with his papers in his arms, and the bright silver dollar the little girl had given him clasped tight in one hand.

In the morning a gentleman found the little newsboy still

sleeping peacefully, and when he brushed away the soft, white snow that covered his pale face, he saw that the child was dead.

HELEN KELLER.

I am convinced that the freedom and accuracy which characterize Helen's use of English are due quite as much to her familiarity with books as to her natural aptitude for learning language. When at the institution she spends much of her time in the library. Books are to her unfailing sources of delight. She often reads for two or three hours in succession, and then lays aside her book reluctantly. One day as we left the library I noticed that she appeared more serious than usual, and I asked the cause. "I am thinking how much wiser we always are when we leave here than we are when we come," was her reply.

In a letter written to a little friend last January, she describes the library quite fully. Here is a part of the letter:—

I am sitting in a sunny corner of the library, with many curious and interesting companions. The books please me most, because they have so much to tell me about everything. They are very wise. The beautiful shells and the minerals have many secrets to tell us, but we have to study a great deal before we can find them out. The stuffed animals and the models help to make my lessons easy.

When asked why she loved books so much, she once replied: "Because they tell me so much that is interesting about things I cannot see, and they are never tired or troubled like people. They tell me over and over what I want to know."

She runs the forefinger of her right hand over the printed pages, perceiving at a glance, as it were, the main points; and she not only grasps the ideas quickly, but she also has the faculty of embodying them in language quite different from that used by the author.

While reading to her from Dickens's "Child's History of England," I had many opportunities of testing her power of comprehension. When we came to the sentence, "Still the spirit of the Britons was not broken," I asked what she thought that meant. She replied: "I think it means that the brave Britons were not discouraged because the Romans had won so many battles, and they wished all the more to drive them away." It would not have been possible for her to give satisfactory definitions of the words in this sentence; and yet she had caught the author's meaning, and was able to give her understanding of it in her own way. The very next lines are still more idiomatic: "When Suetonius left the country they fell upon his troops and retook the island of Anglesea." Here is her interpretation of the sentence: "It means that when the Roman general had gone away, the Britons began to fight again; and because the Roman soldiers had no general to tell them what to do, they were overcome by the Britons and lost the island they had captured."

The more Helen reads and the more extended her knowledge becomes, the greater will be her power of comprehension and the more full her appreciation of the force and beauty of our glorious tongue. Although her vocabulary is now large and she is constantly meeting with new words, her conversation is simple and natural, but more mature than that of ordinary children. The

tendency mentioned in my last report,—to omit in conversation words and phrases not absolutely necessary,—has, I am glad to say, been entirely overcome. In order to secure variety of expression, I have required her to state the same fact in as many different ways as possible. She enjoys this *play on words*, as she calls it, and it certainly is a most profitable amusement. The progress which she has already made in language is most gratifying, and promises well for the future.

Constant practice has given to the sense of touch a delicacy and precision such as are seldom attained by blind and never by seeing persons. Sometimes it seems as if her very soul were in her fingers, she finds so much to excite wonder even in common things. People frequently say to me: "She sees more with her fingers than we do with our eyes." Those who know her are often astonished at the amount of information she will get from a casual examination of an object.

She will name every article of furniture in a room where she has only been for a few moments. Whenever she visits a new place it is my custom to require her to give either with her fingers or pencil a description of what she sees there. This helps her to form accurate mental pictures of things and places, and I find that it has assisted her greatly in forming conceptions of things which she has not touched but merely read or heard about. The following is Helen's account of a visit to the country:—

#### A VISIT TO THE COUNTRY.

LAST May, when the golden sunshine filled our beautiful world with warmth and brightness, teacher and I went to Beverly, to spend a few days with some very kind friends. It

was delightful to smell the fresh country air, and to know that the sky was blue, and to feel the soft grass under our feet; and, best of all, we could enjoy the delicious sea breeze, that came straight to us from the ocean. And such fun! such fun! as we did have, picking daisies and buttercups and red clovers, and climbing apple-trees, to touch the young birds very gently. The apple blossoms made such a dainty shelter for the nests that it made me wish I were a little bird, so that I could build my house up in an apple-tree. I think it would be lovely to sing sweetly all the day long, high up in a tree! Do you? But I think little girls can enjoy more than the birds or the trees or the flowers, because they have minds which can think about everything.

One sunny day we went to see our dear poet, Mr. Whittier. He was very kind to me, because he loves children, and likes to make them happy. I told him about Beauty [her moth] and about my home and dear baby sister. He was very kind to show me all the things in his study, to entertain me. Then I had some nice cake, and we thanked the kind gentleman for his courtesy and came away.

It was Decoration Day; and whenever the train stopped, we saw people carrying flowers to put on the graves of brave soldiers. Once we crossed the Merrimac River; but it was not a busy river that day, for all the factories were closed, and the people were having a holiday. I shall always call the Merrimac Whittier's River, because he lives near it, and loves it; and I like to call the Charles Holmes' Gentle River, because it is very dear to him.

When our visit was over we returned to the city, with hands full of country beauties,— buttercups and daisies, and other wild flowers; and we gave them to the poor little city children we met in the streets.

HELEN A. KELLER.

She prefers intellectual to manual occupations, and is not so fond of fancy work as many of the blind children

are ; yet she is eager to join them in whatever they are doing. She has learned to sew, knit and crochet fairly well, and is especially happy when allowed to sit and work with the other girls, occasionally stopping to chat with them. She has learned to use the Caligraph typewriter, and writes very correctly but not rapidly as yet, having had less than a month's practice.

More than two years ago a cousin taught her the telegraph alphabet by making the dots and dashes on the back of her hand with his finger. Whenever she meets any one who is familiar with this system, she is delighted to use it in conversation. I have found it a convenient medium of communicating with Helen when she is at some distance from me, for it enables me to talk with her by tapping upon the floor with my foot. She feels the vibrations and understands what is said to her.

She easily seizes upon any means of intercourse with others, and remembers most tenaciously the various methods of communication taught her by different people. Three years ago last June, 1888, when we were in Washington, Professor Bell taught her in a few moments an arrangement of the letters of the alphabet upon the palm of the hand which would enable anyone to converse with her. The letters are written on a glove. By touching these letters as one would the keys of a piano, words may be spelled, and after a little practice this method of communication can be very rapidly used ; but Helen expresses her thoughts so quickly and naturally by means of the manual alphabet that I did not think it worth while to require her to use this new method, and I supposed she had forgotten it ; but on meeting Professor Bell a year ago last May, she began to talk with him in this way.

While visiting the school for deaf-mutes at Beverly last summer she learned many of the natural signs and was greatly amused by them. Her quick and graceful movements delighted her deaf friends, and indeed few of them were more expert than their little visitor in reading the natural language of the heart.

As has been stated in previous reports, Helen's hands are not her only medium of contact with the outer world. Her whole body is so finely organized and so susceptible to outside influences that it renders her mind excellent service. She is conscious of the slightest change in the atmosphere. I never think of telling her the state of the weather. Awaking one morning after several days of continuous rain, she asked : "Are you not glad it is pleasant today?" When I asked her how she knew that it was pleasant, she replied : "I know it because I feel the brightness."

Quick music animates her, while slow strains have the opposite effect. She says : "Gay music makes my heart dance."

She derives much pleasure and not a little profit from taste and smell. She is passionately fond of flowers, and can quickly distinguish the different varieties by their fragrance ; but I think the delicate texture and exquisite shapes of flowers afford her as much pleasure as their perfume. It is natural that people should pity Helen because she cannot see the flowers or the blue sky, or hear the songs of birds ; and yet her enjoyment of what she can perceive is very great. Her vivid imagination and sympathetic nature enable her moreover to enter into the enjoyment of others. In a letter written to me, dated July 6, 1889, she says : —

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I cannot see the bright faces of the flowers when I walk in the garden, but I know they are all around me, because I have touched them many times and because the air is full of their fragrance. Mother has some beautiful lilies now. Can you hear the lily-bells when they whisper together very softly?

To Helen all life is sacred, and she loves to think of the flowers and the trees as children of sweet Mother Nature. I have never known her to evince antipathy towards any living thing except a serpent; and last summer she made a great effort to overcome the natural aversion which she felt on touching the smooth, cold body of a snake, which one of the boys had killed. "We must try not to hate snakes," she said to her brother, "because they cannot help being very ugly."

Her love of animals and the tender care she takes of her pets need not here be referred to at length. She is now the happy possessor of a fine mastiff and a very gentle donkey, both gifts from a dear friend in Pennsylvania. The following is the letter she wrote to the gentleman on first receiving the puppy:—

SOUTH BOSTON, MASS., Nov. 20, 1889.

MY DEAR MR. WADE:—I have just received a letter from my mother, telling me that the beautiful mastiff puppy you sent me had arrived in Tuscumbia safely. Thank you very much for the nice gift. I am very sorry that I was not at home to welcome her; but my mother and my baby sister will be very kind to her while her mistress is away. I hope she is not lonely and unhappy. I think puppies can feel very homesick, as well as little girls. I should like to call her Lioness, for your dog. May I? I hope she will be very faithful,—and brave, too.

I am studying in Boston, with my dear teacher. I learn a

great many new and wonderful things. I study about the earth, and the animals, and I like arithmetic exceedingly. I learn many new words, too. *Exceedingly* is one that I learned yesterday. When I see Lioness I will tell her many things which will surprise her greatly. I think she will laugh when I tell her that she is a vertebrate, a mammal, a quadruped; and I shall be very sorry to tell her that she belongs to the order Carnivora. I study French, too. When I talk French to Lioness I will call her *mon beau chien*. Please tell Lion that I will take good care of Lioness. I shall be happy to have a letter from you when you like to write to me.

From your loving little friend, HELEN A. KELLER.

P. S. I am studying at the Institution for the Blind.

H. A. K.

The following sketch ingeniously weaves fancy and fact together, and shows what an important place her dog occupies in Helen's thoughts.

#### THE DOG.

Come here, Lioness, I have many strange things to tell you about yourself. You may not believe it all, but it is true, and you must be still, like a good dog, and listen to what I have to say.

Of course you know that you belong to the animal kingdom. You never could have thought you were a plant or a mineral, and everything else in the world belongs to the animal kingdom. You have a backbone, and that is why you are called a vertebrate; and when you have some cunning little puppies, you will feed them with milk, as other mammals do, and that is why the wise men put you in the class Mammalia. Then, Lioness, you know perfectly well that you like raw meat better than anything else; and animals that eat raw meat are carnivorous.

How many feet have you? Can't you count four? See, here are your two fore paws, and there are your two hind legs; and animals which have four feet are quadrupeds.

Your legs are not as slender as Guy's, but they are very muscular. You are covered with pretty, soft, brown hair. It is straight, but generally dogs wear curled coats. Your chest is broad and deep, so that you can take a good breath when you wish to run swiftly. Your head is pointed, but not nearly so much so as Spoke's. Your mouth is filled with powerful teeth, similar in shape to the cat's teeth. You must not pull away your head so, for it is true! You are like Pussy in many things. Your tongue is soft, and you use it to lap up liquids. You never perspire through your skin as other animals do. When your body is heated, the moisture passes off from your tongue. That is why you always run with your tongue hanging out of your mouth. The under parts of your feet are padded, like the cat's. There are five toes on your fore feet, and five on your hind feet. The two middle ones are longest and equal. The fifth toes of your hind feet never touch the ground. Each toe has a strong, blunt claw, — which is not retractile. Hence you cannot walk as noiselessly as the Kitty. Your claws are better fitted for digging and holding.

Your senses of sight, hearing and smell are very perfect, but your sense of taste is not well developed. If you are hungry, you will eat things which are not good at all. You can live a long time without food or drink. You have relations in all countries. Wherever there is a man, the dog is his best friend. You love people much better than the place where you live; but I am afraid, dear, you dislike cats. You turn round many times before you lie down. Can you tell me why? You prick up your ears, and bark at the least noise; and I am sure there never was such a brave and faithful dog as you are, my own Lioness.

HELEN KELLER.

The pleasure which these pets give her is shown in a letter written in September, 1890. Here is a part of it.

We are all very well and happy at Fern Quarry. I take long rides through the pleasant woods on my donkey's back. Neddy does not care much about the pretty wild-flowers or the buds, but he is very glad when I dismount and let him hunt for something to eat. My beautiful, strong mastiff, Lioness, always goes with us, and lies by a log while we rest.

Helen's feelings toward animals may be further seen in the following sketch from her pen.

JAN. 14, 1890.

**PEARL AND HER PIGEONS.**

WHEN Pearl was seven years old her brother Freddie gave her two pretty white pigeons. The little girl was as happy as a queen when she saw her pretty pets. She named one Dot and the other Phil. Pearl loved dearly to play with them, but she did not like to keep them shut up in a cage. Sometimes she would open the window, and say to them: "Fly away, my dearies, and play with other birds! I do not wish to keep you here this beautiful morning." They would flutter their wings joyously, peck her hand, and make a funny little noise, which sounded very much like "good-bye, sweet mistress! We will return soon, and tell you all about the sunny world, and what the birds are doing." When Pearl went out in the garden to pull flowers, or give her dollies a ride, the pigeons would come to her, and light upon her head; and sometimes they would poke their bills into her mouth for a kiss. She fed them with crumbs from her hand, and every morning she gave them some fresh, sparkling water to bathe in.

Phil called Dot his little wife, and he often invited her to take a walk with him. When Dot was not busy she went with

him. In the beautiful springtime Dot laid five white eggs and sat on them till the wee birds crept out. Dot and Phil were as happy as they could be, and so proud of their little family! Pearl put crumbs enough for all beside the nest, which pleased Mother Dot very much. Then she would sit down beside the cage and watch the mother-pigeon, patiently teaching the little ones to eat. One morning Pearl heard one of the small pigeons say, "Oh, mamma, where do these nice crumbs come from?" The mother-pigeon replied: "Pearl, a kind-hearted little girl, puts them here." "Why," said the foolish little thing, "I am surprised to know it." Pearl often heard the mother-bird putting her little family to sleep; and she would say to her darling baby brother: "Listen, dear! I hear the mother-pigeon cooing softly to her little ones."

HELEN A. KELLER.

It is her loving and sympathetic heart, rather than her bright intellect, which endears Helen to everybody with whom she comes in contact. She impresses me every day as being the happiest child in the world, and so it is a special privilege to be with her. The spirit of love and joyousness seems never to leave her. May it ever be so! It is beautiful to think of a nature so gentle, pure and loving as Helen's. It is pleasant also to think that she will ever see only the noblest side of every human being. While near her the roughest man is all gentleness, all pity. Not for the world would he have her know that he is aught but good and kind to everyone. So we see, pathetic as little Helen's life must always seem to those who enjoy the blessings of sight and hearing, that it is yet full of brightness and cheer and courage and hope.

Here is a paragraph which proves how her childish affections enter into her earliest efforts at story-telling.

## WILLIE AND HIS SISTER.

ONCE there was a beautiful little boy named Willie; and he had a sweet sister, younger than himself, who always loved to play with Willie. Her name was Dolly. The children looked very pretty together. The little boy had bright golden ringlets and roguish blue eyes and two round cheeks. They were as rosy as red apples. The little girl had long brown curls, large brown eyes, and a most fair and beautiful complexion. Sometimes the children would walk out together, and look at the little birds, hopping about their nests. They would fill their white aprons with the fragrant flowers, and run gayly to the house to give them to precious mamma.

A letter written to her French teacher takes the form of a story, and indicates at once the sensitive and philosophic character of Helen's mind.

TRICUMBIA, ALA., May 17, 1889.

MY DEAR MISS MARRETT:—I am thinking about a dear little girl, who wept very hard. She wept because her brother teased her very much. I will tell you what he did, and I think you will feel very sorry for the little child. She had a most beautiful doll given her. Oh, it was a lovely and delicate doll! but the little girl's brother, a tall lad, had taken the doll, and set it up in a high tree in the garden, and had run away. The little girl could not reach the doll, and could not help it down, and therefore she cried. The doll cried, too, and stretched out its arms from among the green branches, and looked distressed. Soon the dismal night would come,—and was the doll to sit up in the tree all night, and by herself? The little girl could not endure that thought. “I will stay with you,” said she to the doll, although she was not at all courageous. Already she began to see quite plainly the little elves in their tall pointed hats, dancing down the dusky alleys, and peeping from between the bushes, and they seemed to come

nearer and nearer ; and she stretched her hands up towards the tree in which the doll sat, and they laughed, and pointed their fingers at her. How terrified was the little girl ; but if one has not done anything wrong, these strange little elves cannot harm one. "Have I done anything wrong ? Ah, yes !" said the little girl. "I have laughed at the poor duck, with the red rag tied round its leg. It hobbled, and that made me laugh ; but it is wrong to laugh at the poor animals ! "

Is it not a pitiful story ? I hope the father punished the naughty little boy. Shall you be very glad to see my teacher next Thursday ? She is going home to rest, but she will come back to me next autumn.

Lovingly, your little friend,

HELEN ADAMS KELLER.

In the same tender vein is another sketch, which shows the strength of home ties in my pupil's mind.

#### SISTER MABEL.

Harry is twelve years old. He has two little sisters, both younger than himself. Mabel is ten and Kitty is five years of age. They live in a beautiful and quiet village, in a far-away Southern country, where the sun shines brightly nearly all the year, and where the little birds fill the air with their glad songs from morning until night, and where each gentle breeze is sweet with the perfume of roses, jasmines and magnolias.

Harry and Kitty have a little garden on the sunny side of the house, which they plant and carefully tend. Harry digs and ploughs the ground, because he is taller and stronger than Kitty. When the ground is all ready, Kitty helps sow the seeds, and covers them lightly with soil. Then they bring water from the well to sprinkle over them. The little boy and his wee sister are very happy together.

Mabel loves to watch them at play from her window. Mabel is an invalid. She has never been able to run and frolic with

her brother and sister, but Mabel is not often sad. She sits by the window, with the warm sunshine upon her pretty brown hair and pale face, and chats happily to the other children while they work or play. Sometimes a sad feeling comes into Mabel's heart, because she cannot run and skip like other little girls; but she wipes away the tears quickly, when she sees her brother or sister coming towards her, and tries to greet them with a pleasant smile; for Mabel does not wish to make them unhappy. She often tells Kitty pretty stories she has read, and is always delighted to help Harry with his lessons. I am very sure Mabel helps everybody with her sunny smiles and gentle words. Harry is sure to bring Mabel the first juicy peach which ripens, and dear little Kitty never forgets to give her the first sweet hyacinth which blooms in the little garden.

When Harry was ten years old his father gave him a pretty pony, named Don,—a beautiful pet, and very gentle. Nearly every pleasant morning after breakfast Harry and Kitty would go to the stable, and saddle and bridle Don. Then they would lead him around to the side of the house, under Mabel's window; and there he would stand quietly, until the other children were ready for their ride, and let Mabel pat his soft nose, while he ate the delicious lumps of sugar which she kept for him.

Don has a good friend named Jumbo. Jumbo is a splendid mastiff, with large, kind eyes. Don is never happy if Jumbo is not at his side. Jumbo will sit on his hind legs, and look up at Don; and Don will bend his beautiful head, and look at Jumbo. Mabel thinks they have some way of talking to each other; for why should not animals have thoughts and a language as well as we?

Harry would mount Don first. Then Kitty's mother would put a blanket before the saddle, and place Kitty upon it; and Harry would put his arms around her, and give her the reins, and away they would go! First, they would ride through the village, and then they would take the broad country road.

They would sometimes stop Don, to admire the green fields and lovely wild-flowers that grew by the way. On their way home they would dismount, and gather the most beautiful flowers they could find for Mabel. Then Harry would drive, and Kitty would hold the flowers in her lap. The boy and girl made a pretty picture, sitting so gracefully on the pony's back, and many people looked at them. Mabel always kissed her hand to them when she saw them coming up the path.

HELEN A. KELLER.

#### LITERARY COMPOSITIONS.

Helen's marvellous progress in the acquisition of language and the accumulation of knowledge is clearly seen in her writings. These are quite voluminous. They treat of a great variety of subjects, and show that in fertility of mind and versatility of thought, in liveliness of imagination and simplicity of expression, and in extent of information and a gracious delicacy of touch, no child of her age can surpass her.

In addition to the numerous letters and sketches which have been already incorporated in this narrative to illustrate the various phases of Helen's development, a few more are given below.

SOUTH BOSTON, MASS., Dec 3, 1889.

MY DEAR MOTHER:— Your little daughter is very happy to write to you this beautiful morning. It is cold and rainy here to-day. Yesterday the Countess of Meath came again to see me. She gave me a beautiful bunch of violets. Her little girls are named Violet and May. The Earl said he should be delighted to visit Tuscumbia the next time he comes to America. Lady Meath said she would like to see your flowers, and hear the mocking-birds sing. When I visit England they want me to come to see them, and stay a few weeks. They will take me to see the Queen.

I had a lovely letter from the poet Whittier. He loves me. Mr. Wade wants teacher and me to come to see him next spring. May we go? He says you must feed Lioness from your hand, because she will be more gentle if she does not eat with other dogs.

Mr. Wilson came to call on us one Thursday. I was delighted to receive the flowers from home. They came while we were eating breakfast, and my friends enjoyed them with me. We had a very nice dinner on Thanksgiving day,—turkey and plum-pudding. Last week I visited a beautiful art store. I saw a great many statues, and the gentleman gave me an angel.

Sunday I went to church on board a great war-ship. After the services were over the soldier-sailors showed us around. There were four hundred and sixty sailors. They were very kind to me. One carried me in his arms so that my feet would not touch the water. They wore blue uniforms and queer little caps. There was a terrible fire Thursday. Many stores were burned, and four men were killed. I am very sorry for them. Tell father, please, to write to me. How is dear little sister? Give her many kisses for me. Now I must close. With much love, from your darling child,

HELEN A. KELLER.

Helen became especially interested in Dr. Holmes, as may be seen by her letter to the popular juvenile monthly.

SOUTH BOSTON, March, 1890.

DEAR SAINT NICHOLAS:—I am very happy because you are going to print my little story. I hope the little boys and girls who read *Saint Nicholas* will like it. I wonder if any of them have read a sad, sweet story called "Little Jakey." I am very sure they would like it, for Jakey is the dearest little fellow you can imagine. His life was not so full of brightness as "Little Lord Fauntleroy's," because he was poor and blind; but I love them both, and call them my dear little friends. This

is the way Jakey tells of his blindness: "Ven Gott make my eyes, my moder say he not put ze light in zem."

I used to think — when I was a very small child, before I had learned to read — that everybody was always happy, and at first I was grieved to know about pain and great sorrows; but now I understand that if it were not for these things people would never learn to be brave and patient and loving.

One bright Sunday, a little while ago, I went to see a very kind and gentle poet. I will tell you the name of one of his beautiful poems, and you will then be able to guess his name. The "Opening of the Piano" is the poem. I knew it and several others by heart; and I had learned to love the sweet poet long before I ever thought I should put my arms around his neck, and tell him how much pleasure he had given me, and all of the little blind children, — for we have his poems in raised letters. The poet was sitting in his library, by a cheerful fire, with his much-loved books all about him. I sat in his great easy chair, and examined the pretty things, and asked Dr. Holmes questions about people in his poems. Teacher told me about the beautiful river that flows beneath the library window. I think our gentle poet is very happy when he writes in this room, with so many wise friends near him.

Please give my love to all of your little readers.

From your loving friend,                   HELEN A. KELLER.

This interest took form in an essay on the subject of Dr. Holmes's most beautiful poem.

#### THE CHAMBERED NAUTILUS.

See! What a beautiful shell! And it is as curious as it is beautiful! It was once the home of a timid little animal called the Pearly Nautilus, — because of its shell, which is as pure and beautiful as a pearl.

On very still nights, when there is not a breeze stirring the waves, the Nautilus has sometimes been seen floating upon the

water, with head and tentacles spread out, and the shell gliding over the blue ocean like a lovely fairy boat. That is why our dear poet has called it the "Ship of Pearl."

This wonderful child of the sea lives a solitary life, far away in the deep waters of the Indian Ocean. He belongs to the large and interesting family of mollusks; but he does not seem to enjoy the society of his less beautiful cousins, for he hides from them, in his own lovely shell.

In his babyhood the Nautilus lived in a wee curled shell, no larger than a pea; but, as his body grew, he stretched out the wonder-working mantle which Mother Nature has given to all mollusks, and took tiny bits of lime out of the water, and enlarged his shell with them. Silently and patiently he toiled, adding chamber after chamber to his dainty dwelling-place, until it was completed. Then he died, leaving us his beautiful home; and we love and admire it, because of the wonderful story it tells us. This is the way our dear poet tells the story:—

Year after year beheld the silent toil  
That spread his lustrous coil.  
Still as the spiral grew  
He left the past year's dwelling for the new,  
Stole with soft step its shining archway through,  
Built up the idle door,  
Stretched in his last-found home, and knew the old no more.

One can imagine the pleasure she took in writing this letter to the author.

SOUTH BOSTON, Mass., March 1, 1890.

DEAR, KIND POET:—I have thought of you many times since that bright Sunday when I bade you good-bye; and I am going to write you a letter, because I love you. I am sorry that you have no little children to play with sometimes; but I think you are very happy with your books, and your many, many friends. On Washington's birthday a great many people came here to see the little blind children; and I read for them

from your poems, and showed them some beautiful shells, which came from a little island near Palos.

I am reading a very sad story, called "Little Jakey." Jakey was the sweetest little fellow you can imagine, but he was poor and blind. I used to think—when I was small, and before I could read—that everybody was always happy, and at first it made me very sad to know about pain and great sorrow; but now I know that we could never learn to be brave and patient, if there were only joy in the world.

I am studying about insects in zoölogy, and I have learned many things about butterflies. They do not make honey for us, like the bees, but many of them are as beautiful as the flowers they light upon, and they always delight the hearts of little children. They live a gay life, flitting from flower to flower, sipping the drops of honeydew, without a thought for the morrow. They are just like little boys and girls when they forget books and studies, and run away to the woods and the fields, to gather wild flowers, or wade in the ponds for fragrant lilies, happy in the bright sunshine.

If my little sister comes to Boston next June, will you let me bring her to see you? She is a lovely baby, and I am sure you will love her.

Now I must tell my gentle poet good-bye, for I have a letter to write home before I go to bed.

From your loving little friend,      HELEN A. KELLER.

In reply to this tribute came a sympathetic letter from the poet.

BEVERLY FARMS, MASS., Aug. 1, 1890.

MY DEAR LITTLE FRIEND HELEN:—I received your welcome letter several days ago, but I have so much writing to do that I am apt to make my letters wait a good while before they get answered.

It gratifies me very much to find that you remember me so kindly. Your letter is charming, and I am greatly pleased with it. I rejoice to know that you are well and happy. I am very

much delighted to hear of your new acquisition — that you “talk with your mouth” as well as with your fingers. What a curious thing *speech* is! The tongue is so serviceable a member (taking all sorts of shapes, just as is wanted), — the teeth, the lips, the roof of the mouth, all ready to help, and so heap up the sound of the voice into the solid bits which we call consonants, and make room for the curiously shaped breathings which we call vowels! You have studied all this, I don’t doubt, since you have practised vocal speaking.

I am surprised at the mastery of language which your letter shows. It almost makes me think the world would get along as well without seeing and hearing as with them. Perhaps people would be better in a great many ways, for they could not fight as they do now. Just think of an army of blind people, with guns and cannon! Think of the poor drummers! Of what use would they and their drumsticks be? You are spared the pain of many sights and sounds, which you are only too happy in escaping. Then think how much kindness you are sure of as long as you live. Everybody will feel an interest in dear little Helen; everybody will want to do something for her; and, if she becomes an ancient, gray-haired woman, she is still sure of being thoughtfully cared for.

Your parents and friends must take great satisfaction in your progress. It does great credit, not only to you, but to your instructors, who have so broken down the walls that seemed to shut you in that now your outlook seems more bright and cheerful than that of many seeing and hearing children.

Good-bye, dear little Helen! With every kind wish from  
your friend,

OLIVER WENDELL HOLMES.

In many ways friends from far and near have tried to brighten Helen’s life. One day she was surprised and delighted to receive a letter from Mrs. Laura E. Richards, telling her that the Messrs. Bradstreet of Gardiner, Me., had named a beautiful ship for her.

GARDINER, July 8, 1890.

MY DEAR HELEN:— You probably do not remember me among the many, many people you saw in Boston; but you will know who I am, when I tell you that Mr. Anagnos is my brother-in-law, and Rosy Richards is my daughter. I write to tell you something which I think will please you. There are two gentlemen here in Gardiner, named Bradstreet, who have what is called a lumber company. That is, they buy quantities of logs,— thousands and thousands of them,— up among the forests of northern Maine. These logs are fastened together in long rafts, and brought down the Kennebec River to the Bradstreet Brothers' great saw-mill, where they are cut up into planks and boards, and then sent all over the country.

Now, these two gentlemen have just had a fine new vessel built, to carry their lumber wherever it is wanted; and they thought it would be a very pleasant thing to name the vessel—what do you think?—the HELEN KELLER. In the first place, they think it a very pretty name; and in the second place, they thought you might like to know that, far away in Maine, there are people who know about you, and think of you, although they have never seen you. So now—only think! there are two Helen Kellers! One stays at home, and studies and plays; and the other goes sailing all over the world, over the blue sea, carrying wood from the forests of America to far-away lands. Is not this a pleasant thought, dear? I hope the winds and the waves will be very kind and gentle to the new Helen,—that her shining white sails may be filled by favoring breezes, and that the ripples may break lovingly about her prow. If you are pleased at the naming of the ship, perhaps you would like to write a little note to the Messrs. Bradstreet, telling them so; or, if you had rather, you can send the message through me. Rosy sends you a great deal of love; and I am, dear Helen, cordially your friend,

LAURA E. RICHARDS.

Here is Helen's reply:—

TUSCUMBIA, ALA., July 14, 1890.

MY DEAR MRS. RICHARDS:—I remember you very well, and Miss Alice and dear Rosy. I was delighted to hear that I had such a beautiful namesake. I think it was very, very kind of the gentlemen to think of me, and call their great new ship for me; and I thank you for writing such a nice letter about it. I have been at home three weeks now, and oh, how happy I have been with my dear parents and my precious little sister! I have the gentlest donkey you can imagine, and a splendid mastiff dog named Lioness. Please give my dear love to your children, and give Rosy a sweet kiss for me.

Lovingly, your little friend, HELEN A. KELLER.

In obedience to Mrs. Richards' suggestion, the grateful girl wrote also this graceful letter to the Messrs. Bradstreet.

TUSCUMBIA, ALA., July 14, 1890.

MY DEAR, KIND FRIENDS:—I thank you very, very much for naming your beautiful new ship for me. It makes me very happy to know that I have kind and loving friends in the far-away State of Maine. I did not imagine, when I studied about the forests of Maine, that a strong and beautiful ship would go sailing all over the world, carrying wood from those rich forests, to build pleasant homes and schools and churches in distant countries. I hope the great ocean will love the new Helen, and let her sail over its blue waves peacefully. Please tell the brave sailors, who have charge of the HELEN KELLER, that little Helen who stays at home will often think of them with loving thoughts. I hope I shall see you and my beautiful namesake some time.

With much love, from your little friend,

HELEN A. KELLER.

*To the Messrs. BRADSTREET.*

The following response from the owners of the vessel gave Helen great delight.

SOUTH GARDINER, Me., Aug. 4, 1890.

DEAR HELEN:— We were very glad to receive your letter, and to know that you were pleased to have our new vessel named for you.

The new Helen was safely launched, and has your name, in bright new letters, on her bow and stern, and on her flag.

We will give your kind message to the captain and the sailors ; and think they will be proud to have it, and that they will try to be worthy of your loving thoughts, and to sail the new vessel safely for many years.

Yours truly, J. S. & F. T. BRADSTREET.

Helen's mental versatility is well illustrated by this letter to her mother.

SOUTH BOSTON, MASS., New Year, 1890.

MY PRECIOUS MOTHER:— I wish you, father, Mildred and my brother, at home, a very bright and happy New Year. I received your nice letter this morning, and I was so glad to hear from home ! I wish I were there to enjoy the lovely flowers and the pleasant weather. I think Charlie would be happy to take us to ride when it is so pleasant. You must pat his soft nose for me. I am sorry that my white pigeon does not come to the house any more, but I hope she and her little family have a cosy home at the stable.

Poor Daisy cannot learn to sing ; but next spring she will lay some pretty eggs and sit on them till her babies come out. Then she will carefully tend them until they grow up.

Did Pearl and Jumbo hunt the birds with Simpson ? Mr. Wade says I may call my puppy Lioness, because I do not like Eversham at all. If I knew how large Lioness's neck was I would send her a lovely collar, with her name on it. I had some new building blocks Christmas, so you may give my

others to Mildred, if she would like to play with them. The Christmas box from home came all right, and when teacher told me it had come, I danced, and hopped, and skipped into the hall to see it. I think my wrapper is beautiful and warm, and I thank you, dear mamma, for it.

We all enjoyed the delicious cake and cream candy very, very much. Teacher wants me to thank you for her nice gift, and she will write when she is better. Poor teacher is sick in bed, and Doctor Belt says she must not get up until she is stronger.

Miss Marrett's flowers were wilted. It was too far for them to travel. Mr. Wade's did not have so far to go, so perhaps they kept fresh. Yesterday I received a little box of flowers from Lady Meath, all the way from England. They were so wilted I could not tell that they were violets.

I am glad you all had a pleasant Christmas. We had a very merry time. A kind man brought me a pretty cedar-tree from the forest, and we put it in the parlor. Do you suppose the little cedar was grieved to leave its friends and companions in the forest, and be taken to our parlor? Perhaps trees do not know about grief and sadness. I hope it was very happy to stay with us.

Mrs. Hopkins popped some corn and strung it, and we trimmed the tree with it, and hung bags of candy and oranges all over it, to make it look pretty. Then dear old Santa Claus hung gifts on every branch; and he had some which were too large to hang *on* the tree, so he put them *under* the tree.

Christmas morning we had great fun, finding the gifts and giving them to our friends. I had a pretty rose-jar, filled with dried rose-leaves and spices; a dainty handkerchief case, and four beautiful handkerchiefs, with my initials embroidered in the corner; a lovely doll from Eva (I call her Little Red Riding Hood, because she is dressed in red, and has a pretty red bonnet); a cunning little basket, to keep my worsted in when I am knitting, so that it will not roll on the floor and get

soiled; three bottles of perfume; some building-blocks from Mr. Endicott, and a beautiful rocking-chair. I love to sit in my chair, and rock gently to and fro, while the warm, beautiful sun comes in at the window, with a bright "Good-morning, little maid!" for you know the sun loves everybody, and sends his little sunbeams to warm and gladden everything in our world.

Vacation is over, and the girls have all returned from their homes. Santa Claus was very kind to them. He left them many presents, and a great deal of happiness. I wish I could see my tall brother and my pretty sister. I am glad Mildred liked her mittens. Did she like the funny man blowing his trumpet?

Monday I went to see Miss Freeman, with Miss Riley, to spend the day. I had a splendid time with the children. Mr. Hale came in after dinner. He says the little cousins are all well. I had a beautiful calendar from Miss Moulton, which I will send you. I think you will enjoy looking at the pretty children as much as I did. I tried to watch the Old Year out and the New Year in; but I fell asleep, and when I awoke, the sun was up, and he said: "Oh, little girl, you have travelled nine times around me upon your beautiful chariot!"

I am glad that little Arthur can walk. Tell Mildred to kiss him for me. Tell Simpson to answer my letter soon.

With a happy New Year for all, from your loving little daughter,

HELEN.

Another letter is a simple illustration of the openness of Helen's heart to the beauty and meaning of nature.

TUSCUMBIA, ALA., May 27, 1889.

MY DEAR MISS RILEY:—I wish you were here in the warm, sunny south today. Little sister and I would take you out into the garden, and pick the delicious raspberries and a few strawberries for you. How would you like that? The strawberries are nearly all gone. In the evening, when it is cool and

pleasant, we would walk in the yard, and catch the grasshoppers and butterflies. We would talk about the birds and flowers and grass and Jumbo and Pearl. If you liked, we would run and jump and hop and dance, and be very happy. I think you would enjoy hearing the mocking-birds sing. One sits on the twig of a tree, just beneath our window, and he fills the air with his glad songs. But I am afraid you cannot come to Tuscumbia; so I will write to you, and send you a sweet kiss and my love. How is Dick? Daisy is happy, but she would be happy ever if she had a little mate. My little children are all well except Nancy, and she is quite feeble. My grandmother and aunt Corinne are here. Grandmother is going to make me two new dresses. Give my love to all the little girls, and tell them that Helen loves them very, very much. Eva sends love to all.

With much love and many kisses, from your affectionate little friend,

HELEN ADAMS KELLER.

The following is one of many charming letters which I received from Helen during our separation,—a period of three and a half months. I had been with her by day and by night for more than two years, and for some time I had felt the need of rest; but the thought of leaving my beloved pupil even for a few months was so painful to me that I deferred my departure as long as possible. It had not occurred to Helen that her teacher could go away without her, and not until my trunk was packed did she fully realize that I was actually departing. Her distress was very great; but when the time for saying farewell arrived she was calm, and fully resolved not to "grieve teacher by crying," and her unselfishness and resolute behavior showed alike her love and self-control.

TUSCUMBIA, ALA., Aug. 7, 1889.

DEAREST TEACHER:—I am very glad to write to you this evening, for I have been thinking much about you all day. I

am sitting on the piazza, and my little white pigeon is perched on the back of my chair, watching me write. Her little brown mate has flown away with the other birds; but Annie is not sad, for she likes to stay with me. Fauntleroy is asleep upstairs, and Nancy is putting Lucy to bed. Perhaps the mockingbird is singing them to sleep. All the beautiful flowers are in bloom now. The air is sweet with the perfume of jasmines, heliotropes and roses. It is getting warm here now, so father is going to take us to the Quarry on the 20th of August. I think we shall have a beautiful time out in the cool, pleasant woods. I will write and tell you all the pleasant things we do. I am so glad that Lester and Henry are good little infants. Give them many sweet kisses for me.

What was the name of the little boy who fell in love with the beautiful star? Eva has been telling me a story about a lovely little girl named Heidi. Will you please send it to me? I shall be delighted to have a typewriter.

Little Arthur is growing very fast. He has on short dresses now. Cousin Leila thinks he will walk in a little while. Then I will take his soft chubby hand in mine, and go out in the bright sunshine with him. He will pull the largest roses, and chase the gayest butterflies. I will take very good care of him, and not let him fall and hurt himself. Father and some other gentlemen went hunting yesterday. Father killed thirty-eight birds. We had some of them for supper, and they were very nice. Last Monday Simpson shot a pretty crane. The crane is a large and strong bird. His wings are as long as my arm, and his bill is as long as my foot. He eats little fishes, and other small animals. Father says he can fly nearly all day without stopping.

Mildred is the dearest and sweetest little maiden in the world. She is very roguish, too. Sometimes, when mother does not know it, she goes out into the vineyard, and gets her apron full of delicious grapes. I think she would like to put her two soft arms around your neck and hug you.

Sunday I went to church. I love to go to church, because I like to see my friends.

A gentleman gave me a beautiful card. It was a picture of a mill, near a beautiful brook. There was a boat floating on the water, and the fragrant lilies were growing all around the boat. Not far from the mill there was an old house, with many trees growing close to it. There were eight pigeons on the roof of the house, and a great dog on the step. Pearl is a very proud mother-dog now. She has eight puppies, and she thinks there never were such fine puppies as hers.

I read in my books every day. I love them very, very, very much. I do want you to come back to me soon. I miss you so very, very much. I cannot know about many things, when my dear teacher is not here. I send you five thousand kisses, and more love than I can tell. I send Mrs. H. much love and a kiss.

From your affectionate little pupil,

HELEN A. KELLER.

### III. MORAL NATURE.

“ All true glory rests,  
All praise of safety, and all happiness,  
Upon the moral law.”

*Wordsworth.*

Wonderful as are Helen's intellectual achievements, her spiritual nature furnishes the crown of her glory. Her moral qualities are of the highest order, and command even greater admiration than that due to her mental gifts. She stands as one of the rarest and most perfect types of ethical excellence. In most respects she resembles St. Clara.

“ Her heart is pure. Obedience is her guide,  
And chastity walks ever by her side.”

She is a child of high principle and unimpeachable integrity. Her conduct is irreproachable in every particular. She never speaks a false or unkind word, nor harms a living creature. She has a noble and courageous regard for truth, and her supreme loyalty to it is the light of her whole life. In her written words her language is a beautifully accurate symbol of her thought; and it is with strict propriety that one can apply to her Goethe's beautiful words:

"Dieses ist der Sinn der Wahrheit  
Der sich nur mit Schönem schmückt,  
Und getrost der höchsten Clarheit  
Hellsten Tag's entgegenblickt."

Helen's thoughts dwell in a world of beauty and majesty, and she shines like a new resplendent gem in the treasure-house of humanity. She is pure and fresh as a violet, and —

"Chaste as the icicle  
That's curded by the frost from purest snow  
And hangs on Dian's temple."

She is thoroughly imbued with the spirit of uprightness, fights heroically the battles of justice and equity, and sacrifices every instinct of selfishness on the altar of generosity. Her sense of honor keeps pace with her sensibility, and maintains the equilibrium of her mind. She has no memory for injuries, and no inclination for revenge. She knows absolutely nothing of the

unkindness, hostility, narrow-mindedness, hatefulness and wickedness of the world around her. Hope, faith and love are so deeply graved upon her soul, that she finds strength when affliction's surges roll maddest, and light and sweet music when she else is blind and deaf.

Helen has implicit trust and confidence in the good intent of every one.

“Suspicion lurks not in her artless breast,  
The worst suggested, she believes the best.”

Rarely has she failed to seek for a charitable excuse for the author of a mean act, of which she had become cognizant. She is always prepared to throw gently the mantle of clemency over all wrong-doers. When she was told of the wickedness of a colored servant who had stolen a breast-pin which had been accidentally sent to the wash, she replied, pityingly, “the poor thing did not know that it was not right to do so!” On another occasion, while she was reading a letter from home, in which one of her pet animals was characterized as *stupid*, she remarked: “Mother does not realize that Cedric is very young!” Even when she was profoundly grieved at the loss of her favorite dog, which had been barbarously killed, near her house, she tried to palliate the cruelty of its slayers by saying that they were ignorant of its goodness. Instances of this kind, showing that Helen is ever ready to go in search of an apology for

transgressors, are very numerous. She earnestly believes that there is good in every human being, and feels a deep interest in the welfare of all. Her concern for the happiness of others manifests itself in various ways, and forms the key-note of the harmony of her character.

Many are the moral qualities which adorn this remarkable child; but a sympathetic and unselfish temper is her greatest ornament, "a pearl without price." These attributes, enhanced by her natural grace and vitalized by her sweetness and modesty, render her a fairy queen who draws to herself hundreds of hearts,—a kindly magician who turns all her visitors into friends and admirers.

Sainte-Beuve says, "some natures are born pure and have received *quand même* the gift of innocence." Unmistakably Helen's is one of these. She certainly belongs to the class of the choicest spirits.

"She is divinely kissed and sent  
To fill the people with ideal worlds."

She seems to have a mission from above, which is to inspire faith in what is beautiful in humanity. Her soul is a reservoir bursting for an outlet. She is a messenger of helpfulness and joy. She preaches a gospel of hope and cheer, of mercy and generosity, of patience and universal goodness. Her love for her fellow-sufferers so thrills her that it goes out from her with inspiring and

sympathetic touch for all. We stand by her, listening enraptured to the messages which she brings to us from higher spheres, and we cannot be thankful enough for the precious gift of her life.

Mr. William Wade of Hulton, Penn., whom Helen visited at his home in the summers of 1890 and 1891, was so deeply impressed by her moral and intellectual qualities that he wrote a brief account of them, which we take pleasure in printing in this connection.

The wonderful story of Helen Keller is known the world over. In London and Paris the case is noted as the most remarkable on record, and few are the hamlets in America where her achievements are not familiar. The development of this child has indeed been a miracle. In two years' time, she changed from a sightless creature, unable to articulate, whose condition was not far removed from that of a mere animal, into a human being full of the tenderest beauty of thought and gifted with a mental capacity far beyond her years. So marvellous has been this change that the accounts of Helen Keller consist wholly of a history of her wonderful progress; and it is well that the triumph of faithful, loving and intelligent teaching should be made widely known and emphatically dwelt upon. It shows that no cloud is so heavy and dark that loving devotion may not lift it, and let the sunshine through to a darkened mind; and it inspires hope and courage in those who seek to ameliorate the condition of afflicted humanity.

Nevertheless, the most wonderful part of Helen Keller's story has not yet been told; and what remains is more impressive and of more lasting value than the record of her remarkable accomplishments. The child herself is a greater wonder

than her progress ; her marvellous inner nature a greater glory to humanity than her learning. A mightier power than any ever known to schools of learning was needed to fill that little heart with the most overflowing sympathy, the most complete unselfishness, and the rarest delicacy and beauty of thought and expression. Her devoted teacher, Miss Sullivan, could not be human if devoid of pride in the astonishing success which has attended her efforts to rescue this darkened mind from its bondage ; yet it must be that her love for the exquisite beauty of her charge's heart and mind far excels her pride in the accomplishment of such a wonderful work.

It has been doubted whether the loving, unselfish disposition portrayed in " Little Lord Fauntleroy " could be a real characteristic of any human being ; it has been said that the story was a fancy sketch ; yet any one who has seen Helen and watched her ways, and the display of her feelings, knows that she is superior even to the creation of Mrs. Burnett's pen, in those attributes which raise mortals to the sky.

Let me give a few of the many instances of her exquisite tenderness of heart and keenness of mind. She visited the country place of a friend last summer on her way home. There she was to see and ride a donkey that had been promised to her, and which was to be sent to her home ; and she was delighted at the prospect of owning and riding the quadruped. As soon as she arrived she was mounted on her donkey, her eagerness being so great that Miss Sullivan deemed it better to indulge her, tired as she was with her long night journey. The saddle not fitting the donkey, her seat was not firm ; but no thought of fear crossed her mind, and a glory of delight shone over her face as her Neddy trotted off, Helen swaying from side to side, never losing her balance. Tired as she must have been, she did not think of relinquishing her ride until Miss Sullivan said, " Teacher is tired ! " but then Helen slipped off like a flash, merely delaying to get permission to take Neddy to the stable and feed him.

On another occasion, when she was having a ride on a pony, led by her entertainer's groom, all paused under the shade of a tree to cool off. On inquiring the cause of the delay, she was told it was to rest and get cool. After a short time she was asked if she was ready to go again, and she said: "Is Michael rested?" This groom, an ignorant Irish laborer, would have worn his shoes out before admitting that doing anything for Helen tired him.

At supper, the little boy of the house was absent, and she was asked, "Isn't Archer a naughty boy to be away from his supper?" But Helen shook her head emphatically as soon as the first three letters of *naughty* were spelled out, and she replied promptly: "No. Something has kept him. Perhaps he didn't hear the bell!" and when the boy did come in,—with the explanation that he had been away after the donkeys, who had broken out of their pasture,—she was in a state of triumphant delight, and would not be satisfied until Archer came to be kissed.

Donkeys are the most provokingly slow of all animals, and Helen's idea of riding was to go at a sharp trot,—the faster the better; but, had she known that this involved the application of a stick to her Neddy, not a step faster than a walk would she have had him go; so the plan was adopted of procuring a heavy club, and whacking every resounding article we came near; and once this club was put in Helen's hand with the suggestion that she should use it "to make Neddy go." An expression of horrified disgust came over her face. "Oh, no; this is better!" she replied; *this* being a twig that might have tickled one of the donkey's ears, but certainly would not have stimulated him out of the slowest of walks.

From her summer home in the mountains of Alabama she writes that she has Neddy, and "he carries me very carefully up the steep hills, and when he is tired I dismount and let him eat the sweet grass."

The saddle did not fit the donkey very well. A slight

abrasion of the skin resulted, and great was Helen's grief to think that she had made a sore on her Neddy, and she wrote me that she would not ride him any more until it was well; though the sore probably annoyed the donkey less than would a fly alighting on one of his ears.

A donkey foal only a few weeks old was caught and held for her to examine; but, on learning that its mother was crowding in to where the colt was, she said: "Oh, let it go. Its mother will be worried about it."

Three great mastiffs were kept at her entertainer's place, and they soon seemed to understand that Helen was fond of them, even though she did not call them; and these dogs would lick her hands and rub against her without her manifesting anything but the greatest delight.

Of course special effort was made to add to her enjoyment in every way. She was taken out to drive, allowed to ride on horseback and donkeyback, encouraged to play with the dogs and donkeys. Her heart was fixed on returning home; but, with a rare loveliness of spirit, she allowed no expression of this feeling to escape her. She devoted herself with all her heart to the amusements provided for her; and it was only when she had finally taken the train to start for Alabama, that the intensity of her longing for home was made manifest by her constant inquiries at each stoppage of the train: "Where are we? How long shall we stop?"

Playing at hide and seek, she accidentally caught a moth in her fingers, and with shouts of delight she ran to exhibit it. She couldn't let it go. "One of Mother Nature's darlings has got lost!" she said, "yet it must not be hurt;" and so, after careful inspection of it, a glass was prepared to put it in, over which a paper was drawn, in which she punched air-holes to give it air until but little of the paper was left intact.

A seedling oak, with the acorn attached, was given her to show how it grew; and she was told that this particular one had been cut off by the mowing machine, and had sprouted.

"Poor thing! Mother Nature wants it to grow after so much hardship!" so it had to be planted, and is now marked "Helen's Oak."

Even the worms destructive to vegetation were not *naughty* in her estimation. "They are baby worms! They do not know better! They must eat *something!*"

A clergyman much interested in the teaching of the blind, asked what her religious knowledge was, and her teacher, after explaining that it was but rudimentary, asked her: "Baby, do you pray?" Low, in those exquisitely muffled tones of hers, came the answer: —

"I pray the prayer of Plato old,—  
God make me beautiful within,  
And may mine eyes the good behold  
In everything save sin."

A cry of delight burst from the auditors, followed by the comment from one of them: "Out of the mouths of babes and sucklings, oh Lord!" How entirely this was her own thought was shown by Miss Sullivan's question, "why, baby, where did you learn that?" and her reply that it was from Mr. Whittier; and then she added: "I like it." Many must have been the triumphs of Mr. Whittier, yet I am sure that none can have given him the pleasure that it will give him to learn of this quotation from his poems. What nobler shrine could the poet's work have than the lovely, innocent heart of this little child?

A dog to whom she was much attached, — and who was so attached to her that Lioness mourned, refusing to be comforted, for days after Helen left home, — was brutally killed. Helen was intensely grieved; but amidst her tears she found the loving, forgiving spirit to say: "They could not have known what a good dog Lioness was, or they would not have done it!" and to a child friend she wrote: "It must have terrified Lioness so much to have any one unkind to her, we all loved her so."

How exquisite her interest in the little blind deaf-mute boy, Tommy Stringer, and her earnest devotion to securing the money needed for his education,—a devotion rewarded at this time by the donation of over \$1,600 to her “beautiful plan.” How tender the pathos of her expression of thanks to contributors to her fund: “I know what it is to be in darkness. I was not happy then. I do not think I often smiled before teacher came to me, and taught me how many wonderful and beautiful things there were in the world; and my heart has been full to the brim with love and happiness ever since!” or her remark in her letter of thanks to those who contributed to her fund, through the journal called *Forest and Stream*: “It seems lovely that the death of my brave, loving Lioness should be the means of helping dear little Tommy!” the touching incident of the death of her dog having interested lovers of dogs in her proposed fund, which she started by giving the money designed to purchase her a new dog. As showing the interest she awakened in this fund of hers, it may be noted that from dog-lovers in England she received something over sixty dollars.

This year she was a guest at the wedding of a friend’s daughter. Going up to the bride after the ceremony, she put her loving arms around her neck, and said: “May your whole life be filled with gladness!” To appreciate the full beauty of the thought which led to this benediction, it must be remembered that this was the first wedding she ever attended. The formal benediction was delivered by a bishop, by no means the least distinguished in the Episcopal church; yet such a blessing, from so lovely a child of the infinite love, should carry with it as noble and high a prayer to the All-Loving, as even the benediction of bishop, priest or deacon.

Helen’s acquirements teach us how much can be done for the most hopelessly afflicted; but Helen herself teaches a nobler lesson, and makes firm in our souls a higher conviction,—that in every human heart which strives to be “clean within” an all-merciful, all-loving Father is ever ready to abide; and to all

doubters of human goodness the lesson is taught that there is goodness of heart, loveliness of mind and elevation of spirit innate in human nature, ready to show themselves when the baser growths, which tend to infest our souls, are kept out.

Here is a little child, who has compassed but eleven short years, and has *lived* but three, yet is all that our Heavenly Father would have us be, and who preëminently symbolizes the saying, "of such is the kingdom of heaven." Cannot we all learn the lesson set for us?

If the Perkins Institution had done nothing more than develop the system by which such a wonderful mind and heart as Helen's has been rescued from darkness, it would have done, in that alone, a greater work for the world than has been accomplished by many philosophers.

### *Sympathy and Affection.*

"Holy aspirations start  
Like blessed angels from the heart,  
And bind — for earth's dark ties are riven —  
Her spirit to the gate of heaven."

*Prentice.*

Helen combines, in a manner possible only to the highest type of nature, intellectual vigor with extreme tenderness of heart. Her mental activity is so great that her knowledge seems to grow with leaps and bounds. At its service there is a brain alive with infinite motion, abounding in rich variety, fertile, resourceful, quickening, expansive. She unrolls out of her cerebral region, by means of vivid energy, new worlds, peopled with thought, throbbing with humanity and teeming with ideas, which are positive figures in her mental kaleidoscope.

This intellectual vivacity draws its motive power and vitality from the heart, as does the ardor of her spirit. Here is a spring of holy aspirations, a source of impulses of kindly interest in the well-being and happiness of all human beings. Compassion is one of Helen's dominant feelings. Her sympathies are as deep and as broad as her generosity is catholic. She feels alike for those who are within her reach and for those who are at a distance. As Alice Carey puts it,—

"Her loving heart is the mirror  
Of the things that are near and far,  
Like the wave that reflects in its bosom  
The flower and the distant star."

Or, according to Béranger, it is like a musical instrument which sounds as soon as it is touched.

"Son coeur est un luth suspendu ;  
Sitôt qu'on le touche il resonne."

A stream of affection flows steadily from Helen's heart and freshens everything around her. Nothing can exceed the intensity of her love, which is,—

"A vision to the blind,  
To the deaf melody, and to the cold, dead clay  
Of common life a resurrection day."

Her attachment to her parents, her teacher and her friends is of great depth and strength. She is passionately fond of each and all of them. She is a devoted daughter, a loving sister, a grateful

pupil and a warm friend. Her letters to her father and mother are running over with filial affection. Here are some of them:—

SOUTH BOSTON, Nov. 10, 1890.

MY DEAREST MOTHER: — My heart has been full of thoughts of you and my beautiful home ever since we parted so sadly on Wednesday night. How I wish I could see you this lovely morning, and tell you all that has happened since I left home! And my darling little sister, how I wish I could give her a hundred kisses! And my dear father, how he would like to hear about our journey! But I cannot see you and talk to you, so I will write and tell you all that I can think of.

We did not reach Boston until Saturday morning. I am sorry to say that our train was delayed in several places, which made us late in reaching New York. When we got to Jersey City at six o'clock Friday evening we were obliged to cross the Harlem River in a ferry-boat. We found the boat and the transfer carriage with much less difficulty than teacher expected. When we arrived at the station they told us that the train did not leave for Boston until eleven o'clock, but that we could take the sleeper at nine, which we did. We went to bed and slept until morning. When we awoke we were in Boston. I was delighted to get there, though I was much disappointed because we did not arrive on Mr. Anagnos' birthday. We surprised our dear friends, however, for they did not expect us Saturday; but when the bell rung Miss Marrett guessed who was at the door, and Mrs. Hopkins jumped up from the breakfast table and ran to the door to meet us; she was indeed much astonished to see us. After we had had some breakfast we went up to see Mr. Anagnos. I was overjoyed to see my dearest and kindest friend once more. He gave me a beautiful watch. I have it pinned to my dress. I tell everybody the time when they ask me. I have only seen Mr. Anagnos twice. I have many questions to ask him about the countries he has been travelling in. But I suppose he is very busy now.

The hills in Virginia were very lovely. Jack Frost had dressed them in gold and crimson. The view was most charmingly picturesque. Pennsylvania is a very beautiful state. The grass was as green as though it were springtime, and the golden ears of corn gathered together in heaps in the great fields looked very pretty. In Harrisburg we saw a donkey like Neddy. How I wish I could see my own donkey and my dear Lioness! Do they miss their mistress very much? Tell Mildred she must be kind to them for my sake.

Our room is pleasant and comfortable.

My typewriter was much injured coming. The case was broken and the keys are nearly all out. Teacher is going to see if it can be fixed.

There are many new books in the library. What a nice time I shall have reading them! I have already read Sara Crewe. It is a very pretty story, and I will tell it to you some time. Now, sweet mother, your little girl must say good-bye.

With much love to father, Mildred, you and all the dear friends, lovingly your little daughter, HELEN A. KELLER.

SOUTH BOSTON, MASS., Dec. 16, 1890.

DEAREST FATHER:—Did you think your own little girl had forgotten you? I hope no naughty little thought whispered such a thing to you. My heart is full of tender love for you and dear mother and darling little sister. Sometimes I am a wee bit lonely,—I miss my home so much. I often wonder what precious sister is doing, and if Lioness and Neddy are happy; but I have a great deal to give me pleasure. I have such fine times with my playmates. You would be greatly amused if you could see me at nine every day, for that is the hour we have Sloyd. We learn to saw, plane, and measure exactly with a rule. Please tell Mildred that when I come home I shall probably be able to make her something very pretty. Merry Christmas is almost here. We are going to have a Christmas tree in the parlor, just as we did last year. I can hardly wait for the

fun to begin. I am making a pretty present for teacher, but I cannot tell you what it is, because she may read this letter. We have a gift for Mildred which will make her laugh.

Mr. Anagnos is very well. He comes to see me as often as he can. He loves your little girl very much, and she loves him dearly. Thursday we were invited to meet some ladies at Miss Curtis'. One of them had just arrived from Europe. She told something about the pope which I did not know before. He never walks or rides as other people do, but when he wishes to go anywhere his attendants carry him in a great chair. He always wears a white gown, and visitors kiss his hand. I have a kind friend in the beautiful and ancient city of Rome. Her name is Mrs. Terry,—Mrs. Howe's sister. She sent me a pretty blotter by Mr. Anagnos. Is it not nice to know about people in distant lands? I wonder where my beautiful namesake is now. Somewhere on the great ocean or in a safe harbor, I suppose. This afternoon I expect to see a little native Esquimaux lady, at Tremont Temple. I have a little playful kitty. I love to dangle a string for the pretty, graceful thing to catch in her velvety paws.

I am reading the wonderful story of "Life and her Children," and also "Little Women." I hope to begin my French lessons soon. Kiss my dearest sister for me, and tell her that I say to all my friends, Mildred is as sweet as a violet,—

"Blue and fair are her eyes,  
Golden is her pretty hair,  
And rosy and soft are her rounded cheeks."

Now, kindest father in all the world, your child must say good-bye. I hope Christmas at home will be a very happy day, and that the new year will be full of brightness and joy for you and mother and everyone. Teacher would send her love if she were here. You must not call her a fraud and a humbug. She is my own precious teacher, you know. From your loving and absent child,

HELEN A. KELLER.

SOUTH BOSTON, June 10, 1891.

MY DEAR MOTHER:—Time walks very fast indeed, but I shall not let him depart with this beautiful June day until I have written you a little letter. I hope you are all well at home, and enjoy the lovely June roses. It is beautiful and warm here in Boston now, and the country all about the city is fresh and green. A week ago last Sunday, Mrs. Hopkins, teacher and I went out of town in search of buttercups and daisies, and we came home with our arms full of the pretty, dainty things. So many things have happened since I wrote you that I hardly know what to write about first. We have had a great deal of company from different parts of our country. A little deaf child and his papa from New York, a Dr. Dye and his wife from Little Rock, Ark., a lady and her little daughter from Colorado, and many others. A week ago yesterday was Commencement day. The children looked very pretty in their white dresses and bright ribbons. I recited about Italy and the beautiful Italian cities. I saw many dear friends there,—Dr. Brooks, Mrs. Howe, Dr. Eliot, Dr. Peabody, Mr. Dwight and many others. Before the exercises began Elsie Tyler sent me a pretty fan, which pleased baby Tom exceedingly. Last Saturday we went to see Dr. Brooks, and had a beautiful time with him. We laughed a great deal, and I told Dr. Brooks that I had found out that it is good to laugh, for laughter banishes all sad thoughts. Last night we had a singing recital in our hall. The Merry Warblers sang Jack and Jill, and it was so funny we clapped until they sang it over. A week from next Friday we are going to Gardiner, Me., and the Monday after we start for home. We shall only stay a short time at Hulton, because I am so very eager to get home. Oh, how glad I shall be to be with you and father and little sister once more! Please give my tender love to father, and kiss sister for me. And now, mother dear, so sweet and fair to me, good-bye, and I pray God bless and keep you happy forever.

From your loving child,

HELEN A. KELLER.

Helen's affection is not concentrated on human beings alone. The never-failing springs of her love and sympathy overflow on all living creatures. Of the birds in the woods, the sheep in the pasture, the ass on which she rides, the dogs, the bees, the rabbits, she always speaks very kindly and cares for them most tenderly. She possesses in a large measure the sense of the common brotherhood of nature and the consequent magnetic sympathy with the inhabitants of the field and forest, which lends so singular a charm to her personality. She finds great happiness in ministering to the needs of the animals, and in having them around her. She has no fear of them. The very wolves, which all men were afraid to encounter, were caressed by St. Francis of Assisi. In the same way Helen expressed an earnest wish to have a *tame* bear brought to her from Africa. She can hardly believe that there is any harm in the creature. She never hesitates to lay her hand on fierce dogs which she finds in the shows, so implicit is her confidence in their powers of discrimination.

*What Helen did for Tommy Stringer.*

" Nature is fine in love; and, where 'tis fine,  
It sends some precious instance of itself  
After the thing it loves."

*Shakespeare.*

Helen's intense love of everything that heaven and man have made, and most especially of all





living and breathing creatures, opened to her a path to "fair, new spheres of pure activity," and led her to make strenuous efforts for the accomplishment of a grand deed,—the rescue of a little boy afflicted like herself. Tommy Stringer, of Washington, Penn., became blind and deaf-mute as the result of a severe illness; but, unlike Helen, he had neither a comfortable and pleasant home nor affectionate parents to devote themselves to him. He was motherless, and, as his father was not able to take care of him, he drifted into the Allegheny general hospital, where he was kept for a time. Here he was in charge of a kind night nurse, who attended to his physical wants while she was on duty, and let him sleep from morning to evening. His future seemed anything but bright. He was destined to drop into one of the ordinary receptacles for helpless paupers. There was no other place for him in the great and wealthy state of Pennsylvania!

Rev. J. G. Brown of Pittsburgh, who made the acquaintance of Helen and of her teacher during their visit to Mr. William Wade of Hulton, Penn., heard of Tommy, and, in one of the notes which he exchanged with Miss Sullivan in the course of the summer, alluded to the condition of the unfortunate child. On being informed of this correspondence, Helen joined in it by writing to Dr Brown. In the answer which this gentleman sent to her some time after, he spoke of the opening of

the new school for the blind in Pittsburgh, and of his failure to secure a tutor for the little blind and deaf-mute boy. To this letter Helen replied promptly as follows:—

TRECCUMBIA, ALA., Oct. 29, 1890.

MY DEAR MR. BROWN:—I was very glad to get your letter, and I thank you for writing to me. I was delighted to hear that the little blind children were going to have a nice school like other boys and girls. It will make them so happy to learn about all the beautiful things which our dear heavenly Father has given us to enjoy. Then their minds will be filled with beautiful light, and their hearts will be filled with love and gentle thoughts. I ask my dear heavenly Father every day to bless the little new school, and to send the dear little deaf and blind child a teacher like mine. I wish he lived near me, so that I could teach him some myself. Please give the dear little fellow my love. Teacher sends her kind regards, and hopes God will bless your good work. Now good-bye, dear friend. I hope that I shall see you again some time.

Lovingly, your little friend, HELEN A. KELLER.

Tommy's case now took hold of Helen's mind, and stirred her soul to its profoundest depths. It became an object of constant thought, and exercised all her faculties and energies. As soon as she returned to school after the summer vacation, she began to talk about him, and was very eager to have him brought to Boston, and placed under instruction. Her pleading in his behalf was ceaseless and relentless. When she was told that a great deal of money would be required to hire a competent teacher, "we will raise it" was her

prompt reply. She commenced at once to solicit contributions from her friends, and at the same time to practise strict economy by denying herself the pleasure of drinking soda-water, of which she is exceedingly fond, in order to save her pennies for the benefit of her little brother in affliction.

While Helen was working assiduously for Tommy's deliverance, applications came to us from different sources in Philadelphia and Pittsburgh, urging his admission to the kindergarten for the blind, which our correspondents averred was the only place in the United States for such a child. Dr. Alexander Graham Bell, whose opinion was asked as to what should be done with the unfortunate boy, advised his friends to send him to Boston, if they could prevail upon us to take care of him. The attention of several members of our board of trustees was called to the matter, and they all gave their cordial consent to Tommy's reception at the school. One of them, Mr. William Endicott, Jr., said to me: "Do not hesitate to have the little fellow brought to the kindergarten. There will be no difficulty in raising a sufficient sum of money to pay his expenses. I shall be glad to contribute some of it myself." Then he added: "Luckily, the number of these hapless children is very small; and, as there is nowhere in the country a place open to them, why do you not arrange to take care of all of them?" Contrast these sentiments with the proposal of one

of the managers of the Allegheny general hospital,—to send poor Tommy to the almshouse; or with the contemptible suggestion made by a member of the Pittsburgh society for prevention of cruelty to animals at one of its meetings,—that a part of the money given by the lovers of dogs for the little boy's benefit should be paid to the hospital for the mischief which he did during his stay there,—and then you will feel that it is a privilege to belong to Boston, and breath in the atmosphere of its benevolence.

Before Tommy's admission to the kindergarten an unexpected incident invested his case with a halo of romance, and rendered his cause very popular. Last winter Helen's faithful dog Lioness, with which she was presented by her generous friend, Mr. William Wade, and which proved to be a trusty companion and an affectionate playmate, was ruthlessly shot and brutally killed, while running harmlessly at large in a public square, by a policeman in Sheffield, Ala. The beautiful spirit of the child was shown in connection with this dastardly deed. Though distressed beyond measure at her loss, she did not allow her grief to affect her charitable disposition, and all that she would say about the semi-barbarian murderers of her pet was this: "I am sure they never could have done it, if they had only known what a dear good dog Lioness was!"

These words, conveyed to Mr. Wade, and pub-

lished by him in the *Forest and Stream* of New York, touched deeply the hearts of many of the readers of that periodical. As a consequence, a shower of offers came from England, Canada and this country to provide another canine friend for the child. Mr. George O. Goodhue of Danville, Quebec, started a subscription list, with a view of raising sufficient funds for the purchase of a new mastiff. Mr. George R. Krehl of London, editor of the *Stock Keeper*, asked the privilege of making up whatever balance might be needed to complete the requisite amount, or of defraying the whole of the cost in case Mr. Goodhue's project should fail. Mr. J. Otis Fellows of Hornellsville, N. Y., proposed to present Helen with Eriant, an elder sister of Lioness; and, while he was making inquiries as to where the animal should be sent, Mr Wade insisted upon paying its price, and his wish prevailed.

That Helen was very grateful to her generous friend for this fresh token of his affection goes without saying. At the same time she was quite anxious that Tommy's future career should be held as of greater importance than her pleasures, and that it should receive adequate consideration. She was delighted to have her lost companion replaced; but the deliverance of the little boy from the labyrinth of isolation was of the utmost concern to her. This feeling became manifest to all who conversed or corresponded with her, and it was delicately

expressed in a letter which she wrote to one of Mr. Wade's children in acknowledgment of some toy animals received from him. Here is her note.

SOUTH BOSTON, Feb. 17, 1891.

" Valentine, O Valentine,  
Pretty little love of mine."

I send you many sweet thanks for your dear love, and for the gentle pets you sent to tell me of my dear Valentine. I have been sick for a long time, and am not quite all well yet, but teacher said I could write to you a little letter. I am so glad that your papa is coming to Boston. You must ask him to bring you with him. We will have great fun at the dog show, I think. Did you know that my beautiful Lioness was dead? She was killed while playing with some other dogs near my home. My heart is so sad about it. The tears come whenever I think how terrified she must have been to have people unkind to her. We had all loved her so. I cannot tell how I knew that my beautiful dog's expression softened and became more intelligent when I caressed her, but I am sure it was true. She would lay her great head in my lap whenever I told her how fine dogs ought to behave, and I am sure she understood. At first I was delighted to hear that your papa had another dog for me, but now I fear that something might happen to it, and that would be too dreadful. I would rather try to be happy without one, than that the faithful friend should be killed. Tell your papa that when I am well I am going to write a letter to the boys and girls in Boston, and tell them about darling little Tommy, and ask them to send their pennies to Mr. Anagnos so that he can bring Tommy to Boston in April. I hope I can teach him something myself. Now, my own Valentine, I must say a loving good-bye. Give your papa and mamma and dear sister Lois my love and many kisses. Your Valentine,

HELEN KELLER.

A few weeks later she wrote to Mr. Goodhue of Danville, Canada, bringing Tommy's case to his notice in a most graceful manner.

SOUTH BOSTON, MASS., March 9, 1891.

MY DEAR FRIEND, MR. GOODHUE: — I am going to write you a little letter, just to tell you how happy I am to know that I have a dear friend far away in Canada, who was grieved because I should never see my beautiful Lioness any more. When Mr. Wade wrote and told me about you, I knew that you were very good and generous, and I could not help loving you very much indeed. I would like to know if you have any little boys and girls, and if you have I would love to hear about them and their pets. I love great, faithful dogs like Lioness, but I love little boys and girls still more. Has Mr. Wade told you about Tommy, the little blind and deaf child? The light and all pleasant sounds went out of his life when he was only four years old. He has no gentle mother to lead him about, and his father is too poor to send him here to Boston to be educated. Is it not pitiful? I tell all of my friends about the dear little fellow, because I am sure they will want to help bring light and music into his sad life. How happy Tommy would be if he knew that knowledge and joy were awaiting him with a bright smile at the blind children's kindergarten! And now good-bye, dear friend.

Lovingly, HELEN A. KELLER.

The dog lovers in America, wishing to gratify Helen's overmastering desire, concluded to strengthen her hands in her benevolent work by raising a fund in her name for the benefit of her little protégé.

The announcement of this decision filled her heart with unspeakable joy. In writing to Mr. Krehl in London to thank him for his offer to buy

a mastiff for her, she availed herself of the opportunity to acquaint him with what was to be done in Tommy's behalf, and to tell him what blessings education would bring to the unfortunate child. Here is the text of her letter.

INSTITUTION FOR THE BLIND,  
SOUTH BOSTON, MASS., March 20, 1891.

MY DEAR FRIEND, MR. KREHL:— I have just heard, through Mr. Wade, of your kind offer to buy me a gentle dog, and I want to thank you for the kind thought. It makes me very happy indeed to know that I have such dear friends in other lands. It makes me think that all people are good and loving. I have read that the English and Americans are cousins; but I am sure it would be much truer to say that we are brothers and sisters. Many friends have told me about your great and magnificent city, and I have read a great deal that wise Englishmen have written. I have begun to read "Enoch Arden," and I know several of the great poet's poems by heart. I am eager to cross the ocean, for I want to see my English friends and their good and wise queen. Once the Earl of Meath came to see me, and he told me that the queen was much beloved by her people, because of her gentleness and wisdom. Some day you will be surprised to see a little strange girl coming into your office; but when you know it is the little girl who loves dogs and all other animals, you will laugh, and I hope you will give her a kiss, just as Mr. Wade does. He has another dog for me, and he thinks she will be as brave and faithful as my beautiful Lioness. And now I want to tell you what the dog lovers in America are going to do. They are going to send me some money for a poor little deaf and dumb and blind child. His name is Tommy, and he is five years old. His parents are too poor to pay to have the little fellow sent to school; so, instead of giving me a dog, the gentlemen are going to help make

Tommy's life as bright and joyous as mine. Is it not a beautiful plan? Education will bring light and music into Tommy's soul, and then he cannot help being happy.

From your loving little friend, HELEN A. KELLER.

In response to this note, Mr. Krehl sent a generous contribution for Tommy, and at the same time offered to take charge of any subscriptions which charitable people in England might be disposed to forward to him.

On the sixth of April last Tommy was brought to the kindergarten in Jamaica Plain whither Helen and her teacher repaired to take care of him, and train him until the services of a special tutor should be engaged. His arrival was hailed with exultation, and it was made known to those who were especially interested in the little fellow's case in the most hopeful terms. She wrote to Mr. Goodhue as follows: —

KINDERGARTEN FOR THE BLIND,  
JAMAICA PLAIN, April 11, 1891.

MY DEAR FRIEND, MR. GOODHUE: — I hope you have not thought that your little friend Helen did not appreciate the beautiful gifts which you sent her. You cannot imagine how delighted she was with the roses! I did not know that such choice ones would grow in a greenhouse. At my home they grow out in the beautiful sunshine, where sweet Mother Nature loves to see her little ones. When I am at home I like to get up bright and early in the morning, and go out in the garden before the sunbeams have flown off with the dew-drops. How beautiful the lovely buds are! each with a glistening gem hid away among its delicate petals.

But why do you suppose I have not written to you before? I

am sure you cannot guess, so I shall have to tell you. Dear little Tommy has come! He is very small and helpless, just like an infant. He has had no loving mother to teach him how to do like other children, and that is why he cannot walk and eat as other little boys do. But teacher will be very gentle and patient with him, and soon his mind will escape from its dark prison and be filled with light and music, — that is what education will do for baby Tom.

I am going to write my dear friend Dr. Holmes a letter tomorrow, and I shall write on the dainty paper which you sent me. The violets will remind him of the wonderful, beautiful things which are happening everywhere these lovely spring days. Mother writes that my home is beautiful now with its wealth of blossoms and its soft, fragrant air. The little birds are busy building their nests. The bluebird with his azure plumes, the thrush clad all in brown, the robin jerking his spasmodic throat, the oriole drifting like a flake of fire, the jolly bobolink and his happy mate, the mocking-bird imitating the notes of all, the red-bird with his one sweet trill, and the busy little wren, are all making the trees in our front yard ring with their glad songs. You must tell me what birds live in Quebec.

We had a very pleasant time at the dog show. Mr. Wade was there, and did everything to make us have a nice time. I liked Lord Melrose, the gentle-faced St. Bernard, the best. I could feel the gentleness in his look, and I was delighted when he laid his great head on my shoulder and kissed my cheek.

Please give my love to Louise and Henry and Herman. I hope Louise will write to me soon. I had almost forgot to tell you something which I am sure will please you.

Everybody at the Institution had some of the delicious maple-honey and piece of maple-sugar, so you see you were the means of making many people happy. Is not that very pleasant news? Teacher sends kindest regards, and thanks you for her share in the pleasures which your visit brought to all of us.

Lovingly, your little friend,                   HELEN A. KELLER.

To Mr. Wade she sent the following note, in which she describes Tommy's condition briefly but very accurately.

KINDERGARTEN FOR THE BLIND, April 18, 1891.

DEAR, KIND MR. WADE:—I have some beautiful news for you. Little Tommy, our sweet human plantlet, is here in this pretty child's garden, and teacher and I will give him his first lessons. I did not imagine he would be so small and helpless, but we love him all the more for his helplessness. We have taught him to walk a little by himself, and to take some food, and soon we hope to give him his first word. I can hardly wait patiently for the time to come when he will have learned to spell with his baby fingers. I forgot to tell you that he is a pretty little fellow, with soft, dimpled hands. I think it will make the kind gentlemen who are giving money for Tommy's education glad to know that they are helping bring light and gladness into a little life which is all dark and still now. I shall write Mr. Millais a letter, and thank him for the kind gift. How grateful Tommy will be by and bye for this love and kindness! . . .

HELEN A. KELLER.

To Mr. Millais, the famous English artist, Helen wrote the following letter in acknowledgment of a contribution which he sent to her fund for Tommy.

PERKINS INSTITUTION FOR THE BLIND,  
SOUTH BOSTON, MASS., April 30, 1891.

MY DEAR MR. MILLAIS:—Your little American sister is going to write you a letter, because she wants you to know how pleased she was to hear you were interested in our poor little Tommy, and had sent some money to help educate him. It is very beautiful to think that people far away in England feel sorry for a little helpless child in America. I used to think,

when I read in my books about your great city, that when I visited it the people would be strangers to me, but now I feel differently. It seems to me that all people who have loving, pitying hearts, are not strangers to each other. I can hardly wait patiently for the time to come when I shall see my dear English friends, and their beautiful island home. My favorite poet has written some lines about England which I love very much. I think you will like them too, so I will try to write them for you.

“ Hugged in the clinging billow's clasp,  
From seaweed fringe to mountain heather,  
The British oak with rooted grasp  
Her slender handful holds together,  
With cliffs of white and bowers of green,  
And ocean narrowing to caress her,  
And hills and threaded streams between,  
Our little mother isle, God bless her ! ”

You will be glad to hear that Tommy has a kind lady to teach him, and that he is a pretty, active little fellow. He loves to climb much better than to spell, but that is because he does not know yet what a wonderful thing language is. He cannot imagine how very, very happy he will be when he can tell us his thoughts, and we can tell him how we have loved him so long.

Tomorrow April will hide her tears and blushes beneath the flowers of lovely May. I wonder if the May-days in England are as beautiful as they are here.

Now I must say good-bye. Please think of me always as your loving little sister,

HELEN KELLER.

Although Helen's correspondence was steadily increasing and taxing her strength to the utmost, she did not omit to write to Dr. Brown of Pittsburgh, telling him how comfortably Tommy was

situated at the kindergarten, and how great would be his happiness when his mind should be released from its confinement.

SOUTH BOSTON, May 26, 1891.

MY DEAR MR. BROWN:—I have been meaning to write to you ever since our dear little Tommy came to Boston, but I have had a great many letters to write, thanking kind friends who have sent me money to help educate the poor little child. I cannot begin to tell you how delighted I was when Mr. Anagnos said Tommy's little life should be made happy. And now the dear little helpless creature is as happy as he can be, in the lovely child's garden, which Mr. Anagnos and the good people of Boston have made for little sightless plantlets. He has a sweet, gentle teacher, and more kind and interested friends than he can count for many months. We are all waiting eagerly for the happy day when language will make a little human being of him. Oh, what a joyful day it will be! Then his mind will open like a beautiful flower, and his heart will be filled with gratitude and love for the kind friends who have helped bring light and music into his soul. Teacher sends her kind regards.      Lovingly, your friend,

HELEN KELLER.

While Helen and her teacher were still in charge of little Tommy, the ladies' visiting committee held at the kindergarten a reception, which proved to be one of the events of the season, and which was attended by a very large number of people representing the intelligence, the benevolence and the wealth of Boston. Dr. Oliver Wendell Holmes and the Rev. Phillips Brooks were present, by special invitation. The latter complied readily with Helen's urgent request that

he should serve as her interpreter, and made in behalf of her little protégé a brief but most eloquent appeal, which was substantially as follows:—

The history of little Tommy is a short one, but very touching. There came from the west some word of this boy, who was deaf, dumb and blind. Helen has undertaken as her special purpose to provide for his education. Some months ago her pet dog, which she prized very highly, wandered away from home and was killed; and when people began to raise money by subscription to buy another mastiff for her, she generously proposed to have all the contributions turned over to Mr. Anagnos for the benefit of Tommy. The total sum thus far obtained from various sources is about three hundred dollars. This amount will pay the child's expenses only for a part of the year. More is needed; and it is hoped that the balance will soon be made up. Helen is asking her friends to help her in this work, and surely the appeal of one such child in behalf of another cannot go unanswered.

Bishop Brooks' eloquent address had a most favorable effect upon the audience. Several contributions were made there and then, and the number of the subscribers was growing day by day. Nevertheless, Helen could not rest until her dream of Tommy's welfare was fully realized. He became the chief theme of her correspondence and the main topic of her conversation. Her efforts in his behalf were truly strenuous. Of the numerous stirring appeals which she wrote for his benefit, here is one addressed to little boys and girls, a

*fac-simile* of which was published through the kindness of her friend, Mr. George O. Goodhue, in the *Daily Witness* of Montreal.

SOUTH BOSTON, MASS.

DEAR LITTLE BOYS AND GIRLS:— You will be surprised to receive a letter from a little girl whom you have never seen, but I think she will not seem quite such a stranger when you know that she loves you and would be delighted to give each of you a loving kiss; and my heart tells me we should be very happy together, for do we not love the same things: playful young kittens, great dogs, gentle horses, roguish donkeys, pretty singing birds, the beautiful springtime, and everything good and lovely that dear Mother Nature has given us to enjoy? and, with so many pleasant things to talk about, how could we help being happy?

But now I am going to tell you about a dear little boy who does not know how to be joyful, because he cannot hear or speak or see, and he has no kind lady to teach him. His name is Tommy, and he is only five years old. His home is near Pittsburgh, Penn. The light went out of the poor little boy's eyes and the sound went out of his ears when he was a very small infant, because he was very sick indeed and suffered greatly. And is it not sad to think that Tommy has no gentle mother to love and kiss her little child? He has a good papa, but he is too poor to do much to make his little son's life happier. Can you imagine how sad and lonely and still little Tommy's days are? I do not think you can, because the light has never gone out of your bright eyes, nor the pleasant sounds out of those pretty ears like pink-white shells. But I know you would like to help make your new friend happy and I will tell you how you can do it. You can save the pennies which your papas give you to buy candy and other nice things, and send them to Mr. Anagnos, so that he can bring Tommy to the kindergarten and get a kind lady to teach him. Then he will not be sad any more, for he will have other

children to play with him and talk to him, and when you come to visit the institution you will see him and dear little Willie playing together as happy and frolicsome as two kittens; and then you will be happy too, for you will be glad that you helped make Tommy's life so bright.

Now, dear little friends, good-bye. Do not forget that you can do something beautiful, for it is beautiful to make others happy.

Lovingly, your friend,

HELEN KELLER.

Mr. Amos I. Root of Medina, Ohio, editor of the *Gleanings in Bee Culture*, published a similar appeal in his journal, with excellent results. It was accompanied by a letter from Mr. Goodhue, and illustrated by two photogravures of Helen, which he was so kind as to lend to us for this sketch.

These appeals, together with those which appeared repeatedly in the Boston newspapers, were generously responded to. Contributions came from far and near, and Helen never failed to acknowledge *propriâ manû et propriis verbis* the smallest of them. From a very large collection of letters which she wrote in this connection, averaging eight per day, we select the following for publication.

SOUTH BOSTON, March 6, 1891.

DEAR, KIND LADY:— You cannot imagine how delighted I was when I heard the beautiful news. I clapped my hands for joy, and many loving thoughts came into my heart. Oh, how I wish dear little Tommy knew what happiness is awaiting him at the kindergarten with a bright smile! The money which you sent to Mr. Anagnos seemed to me like a beautiful bunch of

spring wild flowers, because, you see, it will bring so much sweetness into Tommy's life. Please give Anna and Martha and dear little George my best love, and tell Anna she must ask Miss Poulsen how the Mikado spends his time. I am sure the real Mikado never did such a thing.

Lovingly, your happy friend, HELEN A. KELLER.  
Mrs. JOHN C. PHILLIPS.

SOUTH BOSTON, MASS., April 27, 1891.

MY DEAR DR. ELLIS: — I want to thank you for the money which you sent to Mr. Jackson to help educate our little Tommy. It makes me very happy to know that baby Tom has so many kind friends who will love and protect him always. Mr. Brooks once told me that love was the most beautiful thing in the world, and now I am sure it is, for nothing but love could brighten Tommy's whole life. I think we ought to love those who are weak and helpless even more tenderly than we do others who are strong and beautiful. My heart has been full of love for Tommy ever since Mr. Brown wrote to me about him last summer, and I was sure that everybody would wish to help him if only they knew his sad story. I have read that there are lonesome and dismal places in this great world, but I cannot imagine anything so sad and lonely as a little child's heart who has no loving mother to caress and care for him. But we shall all be so good and gentle with little Tommy that he will think the world is full of loving mothers and patient fathers. I am very sorry to tell you that teacher and I were obliged to leave Tommy last Friday, but his own teacher will come to him on Monday. We all hope you will tell Tommy's story in your paper, and ask the good people to help him.

Lovingly, your little friend, HELEN KELLER.  
Rev. GEORGE E. ELLIS, D.D.

BOSTON, MASS., April 21, 1891.

MY DEAR MISS BETTIE DAVIS: — I have just received your postal, telling me of your wish to help little Tommy. It makes me very happy to know that my friends in the beautiful sunny

South are going to help me educate dear Tommy. You would all love him if you could only see what a helpless little child he is. My teacher and I are giving him his first lessons, and we are hoping that his mind will soon escape from its lonely prison into the bright world of knowledge. You have my correct address. With much love to your pupils and yourself, from

HELEN A. KELLER.

SOUTH BOSTON, April 23, 1891.

MY DEAR MISS ROTCH: — I thank you, dear, kind lady, for the money which you sent me to help educate little Tommy. How beautiful it is to be able to bring so much brightness and joy into the lives of dear little boys and girls who would be very sad and lonely if kind-hearted people did not help them. Mr. Anagnos has told me how very generous you and your dear mother have been to the little sightless children, and I love you both dearly, even though I do not think I have ever seen you. My heart is full of happiness today because Tommy's teacher is coming. I remember the day that my own precious teacher came to me, and how she taught me about the wonderful, beautiful things of which I was quite ignorant. So you see I know what pleasant things are coming to our little Tom, and I am happy because of the great happiness which is coming to him. Please give my love to your mother, and tell her Helen would like very much to kiss so kind a lady.

Lovingly, your little friend,      HELEN A. KELLER.

MISS EDITH ROTCH.

SOUTH BOSTON, May 21, 1891.

DEAR LADIES: — It makes me very happy indeed to write you a little letter this lovely morning. I was delighted to receive the money that you and your good and kind brother sent to me for our little Tommy. How beautiful it is for the people of this great busy city to care for this helpless little one! I have been reading and studying about the great cities in Italy and they seem to me very beautiful and magnificent; but I

love Boston more dearly than any of them, because her people are so tender and careful of those of her children who are not as strong and beautiful as others. And I think loving and caring for the happiness of little blind children is a love work.

Thanking you once more, dear friends, for your interest in our little Tommy, I will say good-bye. I hope the soft summer air will make you both quite well and strong.

Lovingly, your little friend,                   HELEN KELLER.

*To the Misses GLOVER.*

SOUTH BOSTON, May 21, 1891.

DEAR, GENTLE LADY:—I remember you very well, your hand seemed very soft and light upon mine, and I was glad because you had a tall, strong son to care for you tenderly. I thank you for thinking about me, and for sending me the money for little Tommy. The pretty blue flowers in the corner of my paper will tell you, if you listen to them, that Helen will never forget you, nor her lovely visit to Lexington.

Lovingly, your little friend,                   HELEN A. KELLER.

Mrs. LUCY S. DODGE.

SOUTH BOSTON, May 25, 1891.

THE HAPPY DOZEN,—DEAR FRIENDS:—Please accept the loving thanks of your little friend, Helen Keller, for the eight dollars which you sent to help educate little Tommy. When he is older he will feel very grateful to the many, many persons who have shown a tender interest in him. When he has discovered the wonderful secret of language, his mind will spring joyously from its dark, still prison, into the beautiful light and music of knowledge-land. I hope my friend Marion has told you that I should be very glad to have you all come and see me some day. With love for all, from                   HELEN KELLER.

MARION B. STONE,      MARY F. DONELY,  
FANNIE J. BRADLEY,    MAY BURRAGE,  
*and eight others.*

SOUTH BOSTON, May 25, 1891.

MY DEAR MR. TYLER:—I thank you very much for the five dollars which you sent me for little Tom, but I thank you a great deal more for the loving thought which made you wish to do something for a poor little helpless child. Tommy knows very little about oysters now, but I think it will not be long before he will laugh quite hard if you tell him that they grow on cotton-trees. I am glad my dear friends are all well at Cohasset. Please give them love and kisses from Helen. I hope I shall see you all at Tremont Temple next Tuesday.

Lovingly, your little friend, HELEN A. KELLER.

Mr. DANIEL G. TYLER, *Cohasset, Mass.*

SOUTH BOSTON, May 26, 1891.

MY DEAR FRIEND:—I thank you very much for the five dollars which you sent me to help educate baby Tom. If you could see what a helpless and small child he is, you would understand why I love him, and you, too, would be filled with pity and love for the little fellow. Please go to the child's garden at Jamaica Plain and see him.

Very truly yours, HELEN KELLER.

Mr. A. E. WYMAN, *Newtonville, Mass.*

SOUTH BOSTON, May 26, 1891.

MY DEAR FRIEND:—I thank you for the money that you sent me for little Tommy, and for the kind thoughts which were expressed in your letter. I am sure that the kind-hearted people in this dear city will see that baby Tom's life is made as happy as education can make it. The little boys and girls who are every day enjoying the beautiful light and the songs of happy birds will not let their brother live always in darkness and stillness. They will lead him gently and patiently into the bright world of thought. So you see I have no fears at all for Tommy.

From your loving friend, HELEN KELLER.

Mrs. M. S. HARRINGTON, *760 Dudley St., Dorchester.*

SOUTH BOSTON, June 10, 1891.

MY DEAR MRS. REED:—Will you please tell the little girls who sent me the money for Tommy, that I thank them for the gift, and for the sweet sympathy which they have taken in a dear little child whose life is not so bright as theirs? It always makes me glad to receive money from little children, because it is beautiful for them to share their joy with others. I am sure it makes them more gentle and loving to know that there is suffering and unhappiness in this beautiful world, and that they can help to make it brighter by being kind and generous.

From your loving little friend,      HELEN A. KELLER.  
Mrs. K. T. REED.

When the subscriptions reached the sum of six hundred dollars, it was deemed advisable to publish the names of the donors and the amount of their gifts. Helen was told to send with the list of acknowledgments a brief note to each of the newspaper managers, thanking them for the friendly interest which they had taken in Tommy's case, and requesting them to urge the children to continue to work for him until the fund should be completed. This was all that she was asked to do, nothing more. She went immediately to her desk with a sufficient supply of paper, and, without any further suggestion, she wrote, instead of a circular, individual letters to the different editors, no two of which were alike either in matter or form. Here they are.

SOUTH BOSTON, May 13, 1891.  
*Editor of the BOSTON TRANSCRIPT.*

MY DEAR MR. CLEMENT:—Will you please publish, in your paper, the enclosed list of the friends who have sent us

money to help educate our little Tommy? I am sure the kind-hearted people who read the *Transcript* will be glad to hear that "Baby Tom" is growing very happily in the pretty child's garden at Jamaica Plain. He has not learned any words yet, but he is finding out about things, and by and by he will discover that language is the most beautiful and wonderful thing of all, for when we can read and talk we are not blind and deaf any longer. The wise and great people can then tell us all that they see and hear. I hope loving children and their kind friends will continue to work for Tommy until his fund is completed, and his whole life is made bright and joyous.

From your loving little friend,      HELEN A. KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the BOSTON HERALD.*

MY DEAR MR. HOLMES:—Will you kindly print, in the *Herald*, the enclosed list? I think the readers of your paper will be glad to know that so much has been done for dear little Tommy, and that they will all wish to share in the pleasure of helping him. He is very happy indeed at the kindergarten, and is learning something every day. He has found out that doors have locks, and that little sticks and bits of paper can be got into the key-hole quite easily; but he does not seem very eager to get them out after they are in. He loves to climb the bed-posts and unscrew the steam valves much better than to spell, but that is because he does not understand that words would help him to make new and interesting discoveries. I hope that good people will continue to work for Tommy until his fund is completed, and education has brought light and music into his little life.      From your little friend,      HELEN KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the BOSTON JOURNAL.*

MY DEAR COLONEL CLAPP:—I hope you will publish, in the *Journal*, the enclosed list of the friends who have helped

bring gladness into the life of our dear little Tommy. There are many, many other good people, I am sure, who when they read in the papers what has been done for "Baby Tom," will wish to do something for him. It is beautiful to try to make little children happy and helpful, and that is what education will do for Tommy. And something makes me sure that every little boy and girl who hears about Tommy's sad, still life will be eager to help make it bright and beautiful. Hoping that we shall continue to receive money for Tommy's fund,

I am your little friend,                   HELEN KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the BOSTON GLOBE.*

MY DEAR COLONEL TAYLOR: — I know you are little Tommy's friend, so you will be glad to publish the enclosed list in the *Globe*. We want Tommy's friends to know what has already been done for him, and we hope they will continue to work for him until his fund has been completed and his whole life has been made bright and helpful. It makes me happy when people want to help Tommy, for I know how beautiful knowledge is. I remember when I was quite ignorant of all things, and I was not happy then. I do not think I often smiled before teacher came to me, and taught me how full of beautiful, wonderful things the world was; and my heart has been full to the brim with love and gladness ever since. And now I am eager for the same joy to come to dear little Tommy.

From your little friend,                   HELEN A. KELLER.

This note, the greater portion of which was reproduced in *fac-simile*, was prefaced with the following editorial remark: "Here is a letter from Helen Keller, who is deaf, dumb and blind. Yet the editor of the *Globe* never received a letter better than hers in diction or spirit."

SOUTH BOSTON, May 13, 1891.

*Editor of the ADVERTISER.*

DEAR SIR:—Will you please publish, in your paper, the enclosed list of the friends who have sent us money to help educate our dear little Tommy? I am very grateful to all the kind people who are working for the dear little fellow, and so are all of his friends. I think it is very beautiful to see the little children whose own lives are full of sunshine and love, trying to bring light and gladness into Tommy's heart. I hope you will tell them all that the best thing in the world is to love everybody and try to make them happy.

From your little friend,

HELEN KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the BOSTON POST.*

MY DEAR MR. GOODRICH:—It will make the friends of little Tommy very grateful if you will have the enclosed list printed in the *Post*. And will you please tell the loving little children and their friends, who are working for Tommy, that he is as happy and playful as a little kitten. He has found out that the world is full of loving friends, so he climbs into everybody's arms, and is quite content if his friends love him. He has learned to walk and to feed himself, and to get into all sorts of mischief when his teacher is not watching him. I am sure the little boys and girls who have been helping to make little Tom's life happy will be glad to hear that he has a bright, intelligent face, and two dimpled and baby-like hands. I hope the children who see and hear will continue to work for him until his fund is completed, and education has filled his soul with light and music.

From your little friend,

HELEN A. KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the CHRISTIAN REGISTER.*

MY DEAR MRS. BARROWS:—I know that you must be one of baby Tom's friends, and so you will be glad to publish in

the *Christian Register* the enclosed list of those who have sent us money for his fund. And will you please tell the readers of your paper that little Tommy is very happy and playful in his new home. He very soon discovered that the child's garden was a pleasant place to grow in ; but he was too small and weak to grow all by himself, so he reached up his little hands and climbed right into our arms. He has not learned any words yet, but he is finding out about things, and some day it will flash into his mind that everything has a name. Then he will be happier than any king. I wonder how all the beautiful words came to be ! I suppose God thought about language, so it grew. I remember perfectly the first embossed book I ever saw. I was very much puzzled by the queer feeling of letters. I was like Tommy then, and I could not imagine what wonderful secrets there were hid away in the pages of a book. Think what joy is waiting for little Tom ! I hope loving little children, and all those who love to see them good and happy, will continue to take an interest in "Baby Tom," and see that the little human plantlet has everything it needs in order to grow.

Lovingly yours,

HELEN A. KELLER.

SOUTH BOSTON, May 13, 1891.

*Editor of the BOSTON TRAVELLER.*

MY DEAR MR. WINSHIP : — You will make a little girl very happy by publishing the enclosed list in the *Traveller*. I am sure that kind-hearted people will be glad to hear that so much money has been given towards dear little Tommy's education. I knew that everybody would wish to help Tommy when they knew his sad story. It is so very pitiful to be blind and deaf and small and helpless all together. But people are so kind and gentle with "Baby Tom" that he does not think there is any unkindness in all the world. I hope loving little children and their generous friends will continue to work for Tommy until his fund is completed.

From your little friend,

HELEN A. KELLER.

SOUTH BOSTON, May 19, 1891.

*To the Editor of FOREST AND STREAM:*—Will you please thank the kind gentlemen who sent me the money for little Tommy, and tell them that they have helped make two children very happy? It seems beautiful to me to think that the death of my brave, loving Lioness should be the means of bringing so much happiness into the life of our dear little Tommy. I feel very grateful to the friends, far over the seas, who are taking an interest in baby Tom's education. Some day I hope I shall see each one of the dear friends whose names you sent me, and then I shall thank them myself. I enclose the receipt for the money. Thanking you, dear editor, for your kindness, I am your loving little friend,

HELEN KELLER.

Throughout these letters, as well as in the rest of her correspondence, Helen gives abundant evidence of choice thoughts and healthy aspirations, of mental vigor and a fine sense of fitness, of astonishing versatility and intellectual keenness, of unconquerable energy and unalloyed satisfaction in laboring to smooth the pathway of life for her fellow sufferers.

The total amount of money thus far subscribed for Tommy's benefit through the united efforts of all his friends is \$1,636.31, which sum will suffice to pay his expenses for about two years. In pleading the little boy's case and striving to enlist public interest in him, Helen was actuated by the highest motives and stirred by the noblest impulses. She often disclosed such unexpected resources of reasoning, combined with an uncommon depth of feeling, and rose to such fervor of

appeal, as to surprise and overwhelm her hearers or correspondents, and to make herself fairly irresistible. There burns in her soul a quenchless zeal and an absorbing desire to snatch away from the jaws of misery and ignorance all afflicted children, and to lift them up to the fellowship of men. Her life writes out the perfect law of love, not in verbal terms, but in deeds that reveal all its depth and breadth and height. Of the many flowers that bloom on her heart and beautify it, sympathy with all sufferers and eagerness to be of service to them are the finest and most fragrant.

"The words which she utters  
Are of her soul a part,  
And the good seed she scatters  
Is springing from the heart."

Helen's arduous work for the deliverance of little Tommy from the abyss of darkness and stillness is an inspiring proof of the blessedness of her own emancipation from the same dreary prison. Her eager solicitude to secure for all others the privileges which she now enjoys, is the fruitage of the tree of benevolence, which is deeply rooted in her heart and sends forth branches toward heaven.

### *Reason, Religion and Optimism.*

"Life and sense,  
Fancy and understanding: whence the soul  
Reason receives, and reason is her being."

*Milton.*

Helen is an acute thinker. Her nature is eminently rational. Her conclusions are usually

deduced from the unerring dictates of her faculties. Reason is her sun. It is the noble spark kindled from heaven. Under its light she carries on her mental operations, and if any statement is made to her she at once seeks for evidence to substantiate it. She receives gladly the opinions of others; but in forming her own she depends upon the exercise of her intellect. Like the bee, she gathers substance from abroad, but digests that which is obtained by her own virtue. She finds unspeakable pleasure when calling into activity the powers of her mind. That she uses them constantly, witness the following extract from one of Miss Sullivan's letters, dated Tuscumbia, May 24, 1889.

A short time ago A. undertook to give Helen an idea of deity. She began by telling her that "God is everywhere." The child instantly asked to be shown him. A. found herself in a difficult position, but she proceeded to add to Helen's perplexity by telling her that "God made her and all the people in the world out of dust." This bit of information amused the little woman greatly. In speaking of it to her mother afterwards she said: "A. told me many funny things. She says Mr. God is everywhere, but has not a body like that of my father, and does not live in a house!" Then the poor, puzzled child added: "A. says God made me out of dust! I think she is a great joker! I am made of flesh and blood and bones, and I was born nearly nine years ago. A. must not make too many mistakes!"

Helen's natural religious inclinations are of the best kind. She worships everything that is highest and noblest in human life. To use a phrase of Mr. Frothingham, "she adores the substance of

deity." At the same time, she longs to get at the root of things by reflection and careful examination and is not disposed to accept all sorts of conflicting speculations and assertions as absolute truth. Hers is a rational nature *par excellence*. This is clearly shown in her keen criticisms and penetrating remarks on all matters which seem to her out of the ordinary course of things, and for the occurrence of which no logical explanation or satisfactory proof can be adduced. Her reason is very strong and discriminating, and she is quite prone to dispel instinctively the smoke of incense arising from the altars of superstition. In her mental field there is no congenial soil for the spontaneous growth of a luxuriant supernaturalism, which in many instances, instead of lighting, dims and darkens the spiritual faculty.

The way in which the first rays of religious ideas dawned upon the mind of the child confirms Max Müller's teachings rather than the theories of Herbert Spencer. Charmed with the beauties of nature and refreshed with its bountiful gifts, Helen began to contemplate its mysteries and majesties, and to inquire about the origin and the first cause of things. She grew more and more musing and meditative on these subjects in proportion to the increase of her intelligence. Her questions about the creation and the government of the world were constant and very searching. Finally she became quite eager to learn everything

relating to cosmogony. Here was presented a rare and most glorious opportunity for having one of the acutest and most brilliant minds try to evolve the light of religious ideas from within instead of taking it from without, and form its conceptions of deity and divine attributes in perfect freedom from external influences, and authoritative bias. To the adoption of this course no objection was raised from her parents, and, if it had been pursued, it would have been of inestimable value in more ways than one. Aside from throwing some light on several psychological questions, it would have encouraged the child to rely upon her own resources in the solution of serious problems, and to acquire habits of mind which would enable her to seek truth resolutely and perceive it in a clear light. Moreover, it would have prepared the way for her indissoluble unification with nature and its laws and with the principles of all being. Unfortunately, Miss Sullivan took a different view of the matter. She could not rise above the sway of popular notions and common prejudices. While the little pupil's inquisitiveness and diligence in prying into things hidden gave evidence that her ideas were steadily unfolding and ripening into reverence, the teacher was quite alarmed at this mental activity, fearing lest it should lead to the disturbance of the "harmonious development of the soul." Hence she deemed it her duty to prevent such a catastrophe by turning the cur-

rent of Helen's thoughts into the ordinary channels of theology.

Thus the old story of Laura Bridgman was repeated again, and one of the finest and grandest intellectual and spiritual temples, which in its completion would have afforded extraordinary opportunities for scientific investigation and the discovery of truth in its simplest form, was destroyed before its dome was finished.

Miss Sullivan has prepared a detailed account of Helen's religious instruction, which is herewith given in full: —

**RELIGION.** — The evolution of the mind of this remarkable child in the province of religious thought is both interesting and instructive. It was the earnest desire of those upon whom devolved the responsibility of Helen's education that her mind should not be biased by outside influences. It was hoped that one so peculiarly endowed by nature as Helen, would, if left entirely to her own resources, throw some light upon such psychological questions as were not exhaustively investigated by Dr. Howe; but their hopes were not to be realized. In the case of Helen, as in that of Laura Bridgman, disappointment was inevitable. It is impossible to isolate a child in the midst of society, so that he shall not be influenced by the beliefs of those with whom he associates. In Helen's case such an end could not have been attained without depriving her of that intercourse with others, which is so essential to the development of her social nature.

It must have been evident to those who watched the rapid unfolding of Helen's faculties that it would not be

possible to keep her inquisitive spirit for any length of time from reaching out toward the unfathomable mysteries of life. But great care has been taken not to lead her thoughts prematurely to the consideration of subjects which perplex and confuse all minds. Children ask profound questions, but they often receive shallow answers, or, to speak more correctly, they are quieted by such answers.

"Where did I come from, and where shall I go when I die?" were questions asked by my pupil nearly three years ago. But the explanations which she was able to understand at that time did not satisfy, although they forced her to remain silent, until her mind should begin to put forth its higher powers, and generalize from innumerable impressions and ideas which streamed in upon it from books and from her daily experiences. Without any particular direction being given to her mind, it naturally sought for the cause of things.

As her observation of phenomena became more extensive and her vocabulary richer and more subtle, enabling her to express her own conceptions and ideas clearly, and also to comprehend the thoughts and experiences of others, she became acquainted with the limit of human creative power, and perceived that some power, not human, must have created the earth, the sun, and the thousand natural objects with which she was perfectly familiar.

Finally, she one day demanded a name for the power, the existence of which she had already conceived in her own mind. The study of the natural sciences and geography had done much to arouse her curiosity with regard to the origin of things. She began to realize, in a dim and childlike way, the vastness and manifold variety of the works of nature.

Through Charles Kingsley's "Greek Heroes" she had become familiar with the beautiful stories of the Greek gods and goddesses, and she must have met with the words *God, heaven, soul*, and a great many similar expressions, in the books she eagerly devoured.

Strange to say, she never asked the meaning of such words, nor made any comment whatever when they occurred; and until February, 1889, no one had ever spoken to her of God. At that time, a dear relative who was also an earnest Christian tried to tell her about God; but, as this lady was not able to clothe her ideas in words suited to the comprehension of the child, they made little impression upon Helen's mind. When I subsequently talked with her she said: "I have something very funny to tell you. A. says God made me and every one out of sand; but it must be a joke. I am made of flesh and blood and bone, am I not?" Here she examined her arm with evident satisfaction, laughing heartily to herself. After a moment she went on: "A. says God is everywhere, and that He is all love; but I do not think a person can be made out of love. Love is only something in our hearts. Then A. said another very comical thing. She says He [meaning God] is my dear father. It made me laugh quite hard, for I know my father is Arthur Keller."

I saw that the child was not in a fit state of mind to receive the spiritual truths which her kinswoman had so inopportunely tried to impart, and I explained to her that she was not yet able to understand what had been told her, and so easily led her to see that it would be better not to talk about such things until she was wiser.

She had met with the expression Mother Nature in the

course of her reading, and for a long period of time thereafter she was in the habit of ascribing to Mother Nature whatever she felt to be beyond the power of man to accomplish. She would say, when speaking of the growth of a plant, "Mother Nature sends the sunshine and the rain to make the trees and the grass and the flowers grow." The following extract from my journal will show what were her ideas at this time : —

Helen seemed a little serious after supper, and Mrs. H. asked her of what she was thinking. "I am thinking how very busy dear Mother Nature is in the springtime," she replied. When asked why she thought so, she answered : "Because she has so many children to take care of. She is the mother of everything; the flowers and trees and winds."

"How does Mother Nature take care of the flowers?" was the next question. "She sends the sunshine and rain to make them grow," Helen replied; and after a moment she added : "I think the sunshine is Nature's warm smile, and the rain-drops are her tears."

Later she said : "I do not know if Mother Nature made me. I think my mother got me from heaven, but I do not know where that place is. I know that daisies and pansies come from seeds which have been put in the ground; but children do not grow out of the ground, I am sure. I have never seen a plant-child! But I cannot imagine who made Mother Nature, can you? I love the beautiful spring, because the budding trees and the blossoming flowers and the tender green leaves fill my heart with joy. I must go now to see my garden. The daisies and the pansies will think I have forgotten them."

After May, 1890, it was evident to me that she had

reached a point where it was impossible to conceal from her the religious beliefs held by those with whom she was constantly coming in contact. She almost overwhelmed me with inquiries which were the natural out-growth of her quickened intelligence.

Early in May she wrote on her tablet the following list of questions : —

I wish to write about things I do not understand. Who made the earth and the seas, and everything? What makes the sun hot? Where was I before I came to mother? I know that plants grow from seeds which are in the ground, but I am sure people do not grow that way. I never saw a child-plant. Little birds and chickens come out of eggs. I have seen them. What was the egg before it was an egg? Why does not the earth fall, it is so very large and heavy? Tell me something that Father Nature does. May I read the book called the Bible? Please tell your little pupil many things when you have much time.

Can any one doubt after reading these questions that the child who was capable of asking them was also capable of understanding at least their elementary answers? She could not, of course, have grasped such abstractions as a complete answer to her questions would involve; but one's whole life is nothing more than a continual advance in the comprehension of the meaning and scope of such ideas.

Throughout Helen's education, I have invariably assumed that she can understand whatever it is desirable for her to know. If there were not existing in the minds of children a whole dormant system of metaphysics, how could they receive those abstract truths which we cannot explain by any analogy with our physical relations, but

can only define by empty words? Unless there had been in Helen's mind some such intellectual process as the above questions indicate, any explanation of them would have been unintelligible to her. Without that degree of mental development and activity, which perceives the necessity of superhuman creative power for the explanation of natural phenomena, all the instruction in the world would fail to give to the child anything like an intellectual perception of a creator.

After she had clothed in appropriate language the ideas which had been slowly framing in her mind, they seemed suddenly to absorb all her thoughts, and she became impatient to have everything explained. As we were passing the large globe in the rotunda of the main building a short time after she had written the questions, she stopped before it and asked, "who made the *real* world?" I replied: "No one knows how the earth, the sun, and all the worlds which we call stars came to be; but men have tried in many ways to account for their origin, and to interpret the great and mysterious forces of nature."

She knew that the Greeks had many gods to whom they ascribed various powers, because they believed that the sun, the lightning and a hundred other natural forces were independent and superhuman powers. But after a great deal of thought and study, men came to believe that all forces were manifestations of one power, and to that power they gave the name *God*.

She was very still for a few minutes, evidently thinking earnestly. She then asked, "who made God?" I was compelled to evade her question, for I could not explain to her the mystery of a self-existent being. Indeed, many of her eager questions would have puzzled

a far wiser person than I am. Here are some of them : "What did God make the new worlds out of?" "Where did he get the soil, and the water, and the seeds, and the first animals?" "Where is God?" "Did you ever see God?" I told her that God was everywhere, and that she must not think of him as a person, but as the life, the mind, the soul of everything. She interrupted me : "Everything does not have life. The rocks have not life, and they cannot think." It is often necessary to remind her that there are infinitely many things that the wisest people in the world cannot explain. "But we must study very hard, and perhaps we shall find out more about them," is her invariable reply. Throughout Helen's education I have encouraged her to believe in her own thought, — to watch for the gleams of light which flash across her own mind, and to abide by her spontaneous impressions.

No creed or dogma has been taught to Helen, nor has any effort been made to force religious beliefs upon her attention. Being fully aware of my own incompetence to give her any adequate explanations of the mysteries which underlie the names of God, soul and immortality, I have always felt obliged, by a sense of duty to my pupil, to say as little as possible about spiritual matters. The Rt. Rev. Phillips Brooks has explained to her in a beautiful way the fatherhood of God. The following extracts from the letters which passed between them will give an adequate idea of the religious instruction which she has received from him.

In a letter to Dr. Brooks, Helen says : —

Why does the great Father in heaven think it is best for us to have very great sorrow and pain sometimes? I am always happy, and so was Little Lord Fauntleroy; but dear little

Jakey's life was full of sadness, and God did not put the light in his eyes, and he was blind, and his father was not gentle and loving. Do you think Jakey loved his Father in heaven more because his other father was unkind to him? How did God tell people that his home was in heaven? When people do very wrong and hurt animals and treat children unkindly, God is grieved; but what will he do to them to teach them to be pitiful and loving? Please tell me something that you know about God. I like so much to hear about my loving Father who is so good and wise.

To this appeal Dr. Brooks sent the following reply: —

I want to tell you how glad I am that you are so happy, and enjoying your home so very much. I can almost think I see you with your father and mother and little sister, with all the brightness of the beautiful country about you, and it makes me very glad to know how glad you are.

I am glad also to know, from the questions which you ask me, what you are thinking about. I do not see how we can help thinking about God when he is so good to us all the time. Let me tell you how it seems to me that we come to know about the heavenly Father. It is from the power of love which is in our own hearts. Love is at the soul of everything. Whatever has not the power of loving must have a very dreary life indeed. We like to think that the sunshine and the winds and the trees are able to love in some way of their own, for it would make us know that they were happy if we knew that they could love; and so God, who is the greatest and happiest of all beings, is the most loving, too. All the love that is in our hearts comes from him, as all the light which is in the flowers comes from the sun; and the more we love the more near we are to God and his love.

I told you that I was very happy because of your happiness. Indeed I am! So are your father and your mother and your teacher and all your friends. But do you not think that God

is also happy because you are happy? I am sure he is! And he is happier than any of us, because he is greater than any of us, and also because he not merely *sees* your happiness as we do, but because he has *made* it. He gives it to you as the sun gives light and color to the rose; and we are always most glad of what we not merely see our friends enjoy, but of what we give them to enjoy,—are we not?

But God does not only want us to be *happy*. He wants us to be *good*. He wants that most of all. He knows that we can be really happy only when we are good. A great deal of the trouble that is in the world is medicine which is very bad to take, but which it is good to take because it makes us better. We see how good people may be in great trouble when we think of Jesus, who was the greatest sufferer that ever lived, and yet was the best Being, and so, I am sure, the happiest Being, that the world has ever seen.

I love to tell you about God, but he will tell you himself by the love which he will put into your heart if you ask him. And Jesus, who is his Son, but is nearer to him than all of us, his other children, came into the world on purpose to tell us all about our Father's love. If you read his words, you will see how full his heart is of the love of God. "We know that he loves us!" Jesus says; and so he loved men himself; and, though they were very cruel to him and at last killed him, he was willing to die for them because he loved them so; and, Helen, he loves men still, and he loves us, and he tells us that we may love him.

And so love is everything; and if anybody asks you, or if you ask yourself what God is, answer, "God is love!" That is the beautiful answer which the Bible gives.

All this is what you are to think of and to understand more and more as you grow older. Think of it now, and let it make every blessing brighter because your dear Father sends it to you.

**Later Helen writes :—**

It fills my heart with joy to know that God loves me so much that he wishes me to live always, and that he gives me everything that makes me happy,—loving friends, a precious little sister, sweet flowers, and, best of all, a heart that can love and sympathize and a mind that can think and enjoy. I am thankful to my heavenly Father for giving me all these precious things. But I have many questions to ask you,—some things that I cannot understand, because I am quite ignorant; but when I am older I shall not be so much puzzled.

What is a spirit? Did Jesus go to school when he was a child? Teacher cannot find anything about it in the Bible. How does God *deliver people from evil?* Why do the people say that the Jews were very wicked, when they did not know any better?

Where is heaven? My teacher says it does not matter where it is, so long as we know that it is a beautiful place, and that we shall see God there and be happy always. But I should like to know where it is, and what it is like. What is conscience? Once I wished very much to read my new book about Heidi when teacher had told me to study. Something whispered to me that it would be wrong to disobey dear teacher. Was it *conscience* that whispered to me it would be wrong to disobey?

**Dr. Brooks replies :—**

I think that it is God's care for us all that makes us care for one another. It is because we are in the Father's house that we know that all people are our brothers and sisters. God is very anxious that we should know that he is our Father. We can imagine something of how any father must feel whose children do not know that he is their father. He must be very anxious to tell them, and so God tries in every way to tell us. I think he writes it even upon the beautiful walls of the great house of nature which we live in, that he is our Father; as a child who found herself living in a lovely house might guess

that he who built that house and put her there loved her very dearly.

And then again, God tells us in our hearts that he is our Father. That is what we call conscience, — God's voice in our hearts. You say that you try to do what is right in order to please your teacher, and you ask whether that is conscience. But what is it that makes you want to please your teacher? Why do you want to show her that you love her? Why do you love her? It is God in your heart that makes you grateful and makes you want to make other people happy. Your heart takes God into it as the flower takes in the sunshine ; and then when you think God's thoughts and do God's actions, it is a sign to you that God is in you and that you belong to him.

People have always thought that God must be their Father because he showed himself to them in the beautiful world, and because he spoke to them in their hearts ; but he wanted to make it perfectly clear and sure to them, and so he came and lived among them. He took our human life and lived in it. He showed us what our life would be if it was absolutely filled with his spirit. That is what you read in the beautiful story of Jesus ; and when Jesus had lived in the world for some time, he said one day to his friends, “ He that hath seen me, hath seen the Father ! ” How they must have looked at him after that ! How they must have listened to everything he said ! How they must have tried to get near to him ! for to get near to him was to get near to God, their Pattern. And we can see him and hear what he says and come near to him too ; for we have the story of the precious words which he spoke, and of how he was willing even to suffer to make men good ; and we know that he promised when he went away that he would always be where people could talk to him and love him and tell him all their troubles and their needs.

I suppose that Jesus went to school when he was a little boy. Indeed, we have one story of his going up to the temple and asking the wise doctors the questions which had come up in his

mind, and that was really going to school. At any rate, we know that he lived in his mother's house and was very obedient. And so we know that even in the simplest things, in obedience and faithfulness to those who love us, we may be like God.

Helen manifests the same eagerness to learn about spiritual things that characterizes her search for knowledge in other departments. Her vivid imagination enables her to avoid many difficulties which Laura Bridgman encountered on all sides. When anything is described to her, she seems to form from the words a picture which she perceives with some inward power of vision.

She received the idea of God as a loving Father as naturally as the flower exhales its perfume. How could it be otherwise? She knew nothing of sin and suffering; her life was as free from care and sorrow as that of the birds of the air or the flower of the fields. The assertion that she was God's child, that he loved her, had always loved her, and wished her to love him, met with a glad assent; and, to a child of her loving and clinging disposition, it was a source of the greatest pleasure to think that we are all brothers and sisters, whose duty it is to love and help one another.

She has not as yet been allowed to read the Bible, because I do not see how she can do so at present without giving her a very erroneous conception of the attributes of God. I have already told her in simple language of the beautiful and helpful life of Jesus, and of his cruel death. The narrative affected her greatly when first she listened to it. Her tears flowed freely, but she seemed disinclined to talk about it for several days. Like most sensitive and imaginative children, she shrank from laying bare her own deepest feelings.

When she referred to our conversation again, it was to ask, "Why did not Jesus go away, so that his enemies could not find him?" She thought the miracles of Jesus very strange. When told that Jesus walked on the sea to meet his disciples, she said, decidedly, "it does not mean *walked*, it means *swam*." When told of the instance in which Jesus raised the dead, she was much perplexed, saying, "I did not know life could come back into the dead body!"

One day she said, sadly: "I am blind and deaf. That is why I cannot see God." I taught her the word *invisible*, and told her we could not see God with our eyes, because he was a spirit; but that when our hearts were full of goodness and gentleness, then we saw him because then we were more like him.

At another time she asked, "what is a soul?" "No one knows what the soul is like," I replied; "but we know that it is not the body, and it is that part of us which thinks and loves and hopes, and which Christian people believe will live on after the body is dead." I then asked her, "can you think of your soul as separate from your body?" "Oh, yes!" she replied; "because last hour I was thinking very hard of Mr. Anagnos, and then my mind,"— then changing the word,— "my soul was in Athens, but my body was here in the parlor." At this moment another thought seemed to flash through her mind, and she added, "but Mr. Anagnos did not speak to my soul." I explained to her that the soul, too, is invisible, or, in other words, that it is without apparent form. "But if I write what my soul thinks," she said, "then it will be visible, and the words will be its body."

A long time ago Helen said to me, "I would like to

live sixteen hundred years." When asked if she would not like to live *always* in a beautiful country called heaven, her first question was, "where is heaven?" I was obliged to confess that I did not know, but suggested that it might be on one of the stars. A moment after she said : "Will you please go first and tell me all about it?" and then she added, "Tuscumbia is a very beautiful little town." It was more than a year before she alluded to the subject again, and when she did return to it, her field of inquiry had been enlarged, and her questions were numerous and persistent. She would ask : "Where is heaven, and what is it like? Why cannot we know as much about heaven as we do about foreign countries?" I told her in very simple language that there may be many places called heaven, but that essentially it was a condition,—the fulfilment of the heart's desire, the satisfaction of its wants; and that heaven existed wherever *right* was acknowledged, believed in and loved.

She shrinks from the thought of death with evident dismay. Recently, on being shown a deer which had been killed by her brother, she was greatly distressed, and asked sorrowfully, "why must everything die, even the fleet-footed deer?" At another time she asked, "do you not think we would be very much happier always, if we did not have to die?" I said, "no; there is very much more happiness with it, because, if there were no death, our world would soon be so crowded with living creatures that it would be impossible for any of them to live comfortably." "But," said Helen, quickly, "I think God could make some more worlds as well as he made this one."

When friends have told her of the great happiness which

awaits her in another life, where she will see and hear and sing with the angels, she instantly asked them, "how do you know, if you have not been dead?"

Notwithstanding her deprivations, her glad and child-like enjoyment of the present existence is so great that assertions with regard to greater happiness in a future life are received with indifference.

The literal sense in which she sometimes takes common words and idioms shows how necessary it is that we should make sure that she receives their correct meaning. When told recently that Hungarians were born musicians, she asked in surprise, "do they sing when they are born?" When her friend added that some of the pupils he had seen in Buda-Pesth had more than one hundred tunes in their heads, she said, laughing, "I think their heads must be very noisy." She sees the ridiculous quickly, and, instead of being seriously troubled by metaphorical language, as some deaf-mutes are, she is often amused at her own too literal conception of its meaning.

One day A. thought she would improve Helen's mind by teaching her the twenty-third psalm. After it had been read to her once or twice, her quick memory retained the strange and (to her) meaningless words, and she was able to repeat the psalm from beginning to end without a mistake. When I came for her she was full of questions, the first being this: "What is a psalm?" After this was explained to her she said, with an air of the greatest amusement, "it said, *the Lord is my shepherd!* but how can that be? For I am not a sheep!" I told her that David was a poet, and liked to imagine that the world was God's great pasture, and that the people

were his sheep, and he their loving and careful shepherd. Her comment on this explanation was : " I do not like to think that I am a sheep at all, and I do not think it would be nice to lie down in the fields, do you ? "

She has always resented any comparison of herself with inferior animals. If called a busy bee, she will reply, " no, I am a busy little girl. I can do much more than a busy bee."

Having been told that the soul was without form, she was much perplexed at David's words, " He leadeth my soul." " Has it feet? Can it walk? Is it blind? " she asked ; for in her mind the idea of being led was associated with blindness.

Of all the subjects which perplex and trouble Helen, none distresses her so much as the knowledge of the existence of sin in the world, and of the suffering which results from it. For a long time it was possible to keep her away from all knowledge of evil ; and, situated as she is, it will always be comparatively easy to prevent her from coming in personal contact with vice and wickedness. The fact that sin exists, and that great misery results from it, dawned gradually upon her mind as she understood more and more clearly the lives and experiences of those around her. The necessity of laws and penalties had to be explained to her. Only those who are acquainted with the depth and tenderness of her sweet child-nature can conceive what an awful shock it was to her to learn that a father could unkindly treat his little son. She found it very hard to reconcile the presence of evil in the world with the idea of God which had been presented to her mind.

One day she asked : " Does God take care of us all the

time?" She was answered in the affirmative. "Then why did he let little sister fall this morning, and hurt her head so badly?" Another time she was asking about the power and goodness of God. She had been told of a terrible storm at sea, in which several lives were lost, and she asked: "Why did not God save the people if he can do all things?" Here was the most puzzling question which has ever perplexed the human mind.

Surrounded by loving friends and the gentlest influences, as Helen had always been, she has, from the earliest stage of her intellectual enlightenment, willingly done right. She knows with unerring instinct what is right, and does it joyously. She does not think of one wrong act as harmless, of another as of no consequence, and of another as not intended. To her pure soul all evil is equally unlovely.

While to do right is as natural to her as breathing, it is most pleasing to observe that beautiful spirit of love which prompts her to extenuate the faults of those she believes to have done wrong. When told that any of the children have been naughty, she will immediately make some apology for them, and say: "It was a mistake. He did not mean to do wrong."

She heard recently that her beautiful mastiff had been killed by the police near her home; but the thought of blaming the men who had done the cruel deed did not apparently enter her head. As soon as her first burst of sorrow had subsided, she said: "I am sure they could not have known what a good dog Lioness was!"

Thus the knowledge of evil calls into existence those noble sentiments,—loving sympathy for the suffering, loving pity for wrong-doers, and the desire to help and comfort others.

The library of the institution is utilized both directly and indirectly to kindle in her a glowing sense of duty and a love of nature, and to set before her such high ideals as give grace and nobleness to character. Her mind is so constituted that it is difficult to tell whether the faculty of reasoning or of imagination has the predominance. The following is a striking illustration of the vividness and originality of her fancy :—

A DREAM.—Last night I dreamt that long, long ago, when the birds and flowers and trees were first made, the great God who had created all things sat upon a beautiful cloud which looked like silver, and seemed to float in the midst of the blue sky like a throne ; and he looked down upon the earth,—the wonderful world he had made out of his own thought. Oh, how beautiful the earth was ! with her great mountains climbing upwards to the sky, and her valleys filled with sweet-smelling flowers and delicious fruit. The trees seemed alive with beautiful living things ; the little birds' joyous songs made the air vibrate with music. I felt it in my dream. I knelt on the cool, green moss that crept down to the edge of the merry little brooks, and I touched the water as it rippled past me. The broad, deep lakes were as quiet as little sleeping babies, and I felt the ground tremble under my feet when the river went rushing past to join the stormy ocean. Then I went to the shore and put my bare feet in the water, and felt the waves beating against the shore continually ; and God smiled, and the world was filled with light, and there was no evil, no wrong in all the world, only love and beauty and goodness. Just then I felt teacher kissing my lips, and I awoke.

It has been my aim, in Helen's religious instruction, to awaken within her an intellectual and emotional recognition of the fact that her life is virtually related to the

universal life of God. Afterwards it will be easy for others to teach her whatever theory or special form of belief it may seem desirable for her to know.

Helen enjoys life with all the heartiness of a child. She views everything with the most glowing spirit of hopefulness. The leading impulse and most vital feature in her character is her optimism; her firm belief that meanness cannot form a part in any of the phases of human nature, and that all things proceed from the good and end in the best. This faith is the chief sentiment which gives unity to her thoughts. It is the source of the perpetual sunshine of her temperament. It is the one golden thread upon which she strings all her glittering beads. It is the principal lesson she is destined to teach,—the grand sermon she is ordained to preach. She is cheerful, helpful, inspiring. She is ignorant of the prevailing power of evil in the world. Nor is the slightest tendency towards it to be found in her. She is so absolutely free from it, that the strongest theological microscope would fail to discover an atom of perverseness in her moral constitution. She is a living negation of the doctrine of total depravity, and a positive confirmation of the ethics of Confucius, the peculiar characteristic of which is the repeated assertion of the goodness of human nature in the normal man.

*Happiness, Cheerfulness and Gratitude.*

"No bird upon a tree  
E'er found life half so rare a boon as she."

*Alice Chadbourne.*

Helen is most happily constituted. There seems to be nothing wanting for her felicity. The infinite happiness which can be derived from resources within one's self is well emphasized by her case. She enjoys life and everything pertaining to it with the ardor of her soul. Contentment is a continual feast with her. It is a pearl of great price in the crown of her nature. She is entirely free from all that might infringe delight. Her countenance, bright with smiles and glowing with innocent enjoyment, is a mirror transmitting to others the rays of a supreme and ever-shining benevolence. All her pleasures are as fresh as the hours and as beautiful as eternity. To use Vaughan's words, she is—

"Sweet as the flower's first breath, and close  
As th' unseen spreading of the rose,  
When she unfolds her curtained head,  
And makes her bosom the sun's bed."

Helen's felicity reaches its highest mark when she has an opportunity of making others happy. This disposition is one of those noble traits of her character which render her existence so exceptional. A sweeter, a more generous or a more self-sacrificing child never, as I think, lent the charm of her presence to this world.

Last Christmas a beautiful little tree was prepared for her, and she was greatly pleased with it, and highly excited over the "secrets" which hung on its branches. Her friends gathered in the parlors early in the forenoon to witness the distribution of the presents with which the tree was loaded; and Helen was radiant with delight when she discovered that others fared as well as she did, and that all her guests were generously remembered.

Miss Lane, who was one of the participants in this joyous and most impressive occasion, describes it as follows: —

Such a merry, merry Christmas! No child in all the world could have been happier than was Helen. "The day was full of joy from beginning to end," — as she afterwards described it in a letter to her mother.

The Christmas tree prepared for her by loving friends was gaily decorated and loaded with gifts. Upon its topmost bough alighted an image of a little angel, the gift of a dear young friend of kindred spirit, — Rosalind Richards of Gardiner, Me. When Helen found it there she said it had come "to tell of peace on earth and good-will to all." Filled with that spirit of good-will and thoughtful love, she made sure with her own hands and purse that the tree contained an added gift for each expected guest.

Learning at a late moment that Mrs. Julia Ward Howe had arrived, and would be her guest on the occasion, Helen hastily procured a pretty lily-penwiper and wrote a little note to accompany it, which was full of love and kind wishes for the "dear lady."

When all were assembled in the parlors, the self-appointed young "messenger of Santa Claus" joyously hastened to do his bidding. Skipping gracefully to and fro, and pronouncing the name of each recipient, she enhanced the value of the precious tokens by her vivid and keen delight in their presentation. After the work for Santa Claus was finished, she eagerly sought her own newly-acquired treasures. And what choice treasures they were! A real canary in his glittering cage, a beautiful carnation pink full of fragrant blossoms, an exquisite pin from Italy, "lovely Italy," and many other things beautiful and valuable, which were all carefully examined with unbounded pleasure. Soon the wonderful fingers discovered a book of poems in embossed print, "Stray Chords," by Mrs. Anagnos, and at once the child was wholly absorbed in its contents. She read aloud with an intense earnestness of expression and a happy look on the sweet face, which surprised and charmed her audience,—especially the "dear lady," to whom evidently it recalled the past,—the great work which her noble husband accomplished for Laura Bridgman, and which thus opened the pathway to this joyous Christmas for Helen Keller.

I was one among those who were favored with a Christmas present from Helen herself. Mine was a pocket pencil, which she accompanied with the following note:—

DEAR MR. ANAGNOS:—This tiny friend will never leave you for a moment if only you give him plenty of work to do. He is very quick indeed, and will dance over the pages of a book in a very lively way, recording as he goes all the thoughts and fancies which enter your mind. But hold him fast, or sometimes he will do great mischief. Hoping that you and your new friend will not quarrel, and that you will enjoy the fun this morning, I am your loving  
HELEN.

She is fully aware of her great deprivations; but she does not mourn, nor fret, nor repine over them. Once, after stepping on her puppy's tail, she was seen to spell to herself, "I am too blind!" Nevertheless, she does not show any signs of wasting her energies in gloomy thoughts and useless lamentations over her calamity. She makes the best of her condition, and gathers up such flowers as lie along her way. She views everything in a joyous spirit. Sunshine is about her soul, and her mind gilds with its own hues all that it looks upon. Cheerfulness is one of the essentials of her nature. It furnishes the best soil for the growth of goodness and virtue. It gives brightness to heart and elasticity to spirit. It is the companion of charity, the nurse of patience, the mother of wisdom.

Helen's sense of gratitude is very strong. For every favor conferred on her, or for any kindness shown to her, she never fails to acknowledge her obligation and express her appreciation either by word of mouth or in writing. Of Dr. Howe's grand work in behalf of the blind deaf-mutes she has a clear conception. That she cherishes the thought, and that he himself is enshrined in her heart for what he did to free them from the bonds of their confinement, witness the following letter to his eldest living daughter, Mrs. Florence Howe Hall:—

SOUTH BOSTON, MASS., Dec. 2, 1890.

MY DEAR MRS. HALL:—I want to tell you how much I enjoyed hearing about your dear father, and all the brave, generous things he did for the Greeks, and for all who were poor and unhappy. I think the children who read *Wide Awake* must have been greatly interested in your story, but they cannot love Dr. Howe as we little blind girls do. Teacher says she would not have known how to teach me if your father had not taught Laura Bridgman first, and that is why I feel so grateful to him. How dreadful it would have been if I could not have learned like other boys and girls! I am sure I should have been very sorrowful with no one to talk to me, and so would Edith and many others; but it is too sad to think about, is it not? When you come to Boston I hope you will tell me more about your father, and what you did when you were a little girl. Mr. Anagnos is going to show me Byron's helmet some day. Please give my love to Harry, and tell him I expect to see his dear cousin Rosy this week. Teacher sends her kind regards to you.

Lovingly, your little friend,                   HELEN A. KELLER.

*Helen's Speech at Andover.*

"She spake, — and music with her thousand strings  
Gave golden answers from the haunted air."

Last May Helen paid a visit to Abbot Academy at Andover, in company with her teacher and Miss Marrett. She was cordially received and generously entertained under the hospitable roof of that seminary. Principal, teachers, students and many citizens of the town vied with one another in the effort to give her the greatest possible pleasure. She entered into the spirit of the occasion with her usual heartiness, and met her friends with grace-

ful urbanity and genial courtesy. She not only had a word of greeting for every one, old and young, who was introduced to her, but carried on a constant conversation with the various people around her on any subject which happened to be suggested. Little Tommy's case was, of course, one of her favorite themes.

In the course of Helen's visit many pleasant things and notable incidents took place to render it memorable; but the most significant of them all was a little speech which she herself made to the assembled members of the academy before leaving them. This event is one of those extraordinary and unexpected feats which are characteristic of the child. It occurred in this wise.

Miss Marrett had been talking to the young ladies of the work of our school, and when she had finished, Helen rose and going to the front of the platform said, in her earnest and natural way, "I would like to speak to my friends." Miss Sullivan was greatly surprised at this sudden movement of her pupil; but she allowed the child to fulfil her wish. Helen then addressed the audience in a few sentences, which were substantially as follows:—

Dear friends of Andover, I thank you for the pleasure I have had here, and for the gift I have to take to Tommy from you. I shall never forget this visit, and it will make my mother very happy to hear that you have all been so kind to me. It seems to me the world is full of goodness, beauty and love, and how

grateful we must be to our heavenly Father who has given us so much to enjoy. His love and care are written all over the walls of nature. I hope you will all come to South Boston some day and see what the little blind children do, and then go out to the beautiful child's garden and see little Tommy and pretty Willie, the little girl from Texas.

The effect of this simple little speech upon the audience was so overwhelming that quivering lips and moist eyes could be seen, and sobs could be heard in all parts of the assembly room. A special correspondent of the Boston *Evening Transcript* said that "it would be impossible to convey to the mind of the reader any adequate impression of the grace and spontaneity of the child as she stood before the school and in her own voice gave expression to her thoughts." Another witness of this moving and pathetic scene wrote that "as she said these words with her sightless eyes lifted toward heaven, the eyes of all others were nearly blind with tears."

From a detailed account of Helen's visit to Abbot Academy, written for the Boston *Transcript* by the above-mentioned special correspondent, we copy the following extracts: —

ANDOVER, MASS., May 15, 1891.

This week has been made memorable to the teachers and students of Abbot Academy by a visit from Helen Keller and her teacher, Miss Sullivan. Helen entered immediately into the heart of the school life, greeting with genuine pleasure all of the many new friends. The various rooms of Draper Hall had

a special interest for her, as associated with these friends, and every beautiful object to which her attention was directed was examined with enthusiastic eagerness.

During the evening recreation time it was a great pleasure to watch Helen as she shared in the merry spirit of the hour.

In the music room, sitting by the piano, with her hand upon the instrument, she showed, in her face and motions, keen enjoyment of several musical selections, while through the medium of her sensitive hand, placed upon the throat of a singer, she received impressions of a song. A little later, when the pupils were assembled in the drawing-room, the writer was especially impressed with Helen's unconscious grace and beauty.

In the midst of the large circle of friends the child won the loving interest of every heart. She entertained the company by full descriptions of recent visits to Lexington and Concord, entering with earnestness into the patriotic spirit of the places. When she came to the subject of the battles, her face grew sad and she said: "Was it not dreadful for men to kill each other so?" Instantly, however, she added, "but I am glad the brave minute men were not afraid to die when it was their duty to fight. I am sure that my father would have been one of them, if he had been living then."

Her love for Miss Alcott was made evident by her description of a visit to the home of "Little Women." She said of the house, "it is not beautiful, but I love it for the sake of brave, loving Miss Alcott."

Abbot Academy wished to share with others the pleasure of her guests, and for a period of more than two hours Helen entertained, with surprising versatility, many of the people of Andover.

She was much interested in meeting some of the teachers from Phillips Academy, which school was known to her in its association with the early life of her dear poet friend, Dr. Holmes. She enjoyed hearing about his poem of "The School-boy," and, in

her turn, she mentioned the names of many of his poems which she had read.

A hearty appreciation of the rich humor of the poet was shown in her partial rendering of "The One-Hoss Shay" and "The Height of the Ridiculous." The many floral tributes brought to Helen afforded themes for conversation, while her instant and tender recognition of them showed her knowledge and love of flowers. A bunch of narcissus blossoms suggested the recital of the beautiful mythological story accounting for their origin. Roses and violets awakened memories of her dear southern home. Her mother's luxuriant garden was very near in thought, and the violets she said, were "blue like her little sister Mildred's eyes." A Jack-in-the-pulpit perched in the centre of one little bouquet caused much merriment by his position and appearance. Of course he was designated as the floral preacher, to whose "sweet sermon" the audience of violets was giving glad attention.

Lilies of the valley were compared to delicate bells, and, as Helen shook the sprays of pearly blossoms, she asked the friends around her if they could hear the beautiful music. She laughed in thinking of a story she had once read, in which a little boy dreamed that these flower bells were the nightcaps of the fairies. Tulips were greeted in the words of Dr. Holmes, —

"See the proud tulip's flaunting cup."

To the children who came to see her, Helen talked of dolls, and of school, gave conundrums for them to guess, or told charming little stories of pets in the animal kingdom. She was glad to know that many of the children had enjoyed with her the pleasure of the Boston dog show.

Rev. C. C. Carpenter of Andover, who, under the *nom de plume* of Mr. Martin, writes the "Conversation Corner" in the *Congregationalist*, devoted to the same subject one of his weekly articles, from which we quote as follows: —



Many of the ladies and children brought bouquets of flowers, of which she is passionately fond. Every one she instantly knew by the touch or smell, even detecting the different varieties of roses, saying enthusiastically of one, "it is pink, it is the *Catherine Mermet*; in my Alabama home it is large," showing the size with her doubled hands. One lady handed her a beautiful narcissus. As soon as she had touched it, she rapidly related the fable of Narcissus in love with his own shadow in the fountain, ending the story, as she flung her arms around her teacher's neck, with, "*and he was changed into this flower!*" A little girl gave her some apple blossoms, fresh from the tree, and Helen instantly said to her: "You come like spring, with blossoms in your hands." In another bouquet was a Jack-in-the-pulpit, which was a special text for her. She said that "all the other flowers ought to come and hear Jack preach." She placed her hand upon his head again, and remarked that he was "not as big as Mr. Brooks" (Phillips Brooks, whom she greatly admires) "in his pulpit." When some one suggested that Jack was not a bishop yet, she replied, "no, neither is Mr. Brooks yet,—he is *only elected.*"

She was taken through the art rooms, and placed her hands on every statue and bust. She stood up in a chair to feel the bust of Jupiter, and instantly said, "*it is Zeus!*" Her hands were placed upon the statue of a little child, and she recited several lines of appropriate poetry. A bust of the child Nero was new to her, but, being told who it was, she replied, "then it was when he was young and innocent." A head of Niobe she did not recognize, because not connected with the familiar group, but, passing her hands carefully over the face, and especially over the lips, said, with sympathy, "*this is sorrow!*"

Later in the day Miss Marrett of the Institution for the Blind spoke of the work there to the seminary girls in their hall. Helen was on the platform with her teacher, and was told about the audience and the address as it proceeded. Some incidental allusion being made to Dickens's works in raised letters, she

wished to ask the students a question, "how did Dickens write?" No one could answer, and she herself answered, "he wrote *Ol-iv-er Twist!*" When Miss Marrett had finished, Helen suddenly exclaimed, "I would like to make a speech," and, walking to the centre of the platform, addressed her unseen audience in a few remarkable sentences. After thanking them for their kindness to her, she said: "Everything here is so beautiful; *the love and goodness of God are written on the walls of nature all around us!*" As she said these words with her sightless eyes lifted toward heaven, the eyes of all others were nearly blind with tears.

Perhaps the most striking proof of the keen perception of this child was that, when the people came to bid her good-bye, she knew every one who had been introduced to her before. As she kissed the little girls, she called each by her own name,—Mary, Edith, Beatrice, Annie, Margaret. In one case of two girls, who looked much alike, others thought she had made a mistake; but she was right and they were wrong.

Of her visit to Andover Helen makes special mention in the following letter, which she wrote to her gentle poet, Dr. Holmes, to thank him for a gift of money that he had sent for little Tommy:—

SOUTH BOSTON, May 27, 1891.

DEAR, GENTLE POET:— I fear that you will think Helen a very troublesome little girl if she writes to you too often; but how is she to help sending you loving and grateful messages, when you do so much to make her glad? I cannot begin to tell you how delighted I was when Mr. Anagnos told me that you had sent him some money to help educate "Baby Tom." Then I knew that you had not forgotten the dear little child, for the gift brought with it the thought of tender sympathy. I am very sorry to say that Tommy has not learned any words yet. He is the same restless little creature he was when you saw him.

But it is pleasant to think that he is happy and playful in his bright new home, and by and by that strange, wonderful thing teacher calls *mind* will begin to spread its beautiful wings, and fly away in search of knowledge-land. Words are the mind's wings, are they not?

I have been to Andover since I saw you, and I was greatly interested in all that my friends told me about Phillips Academy, because I knew you had been there, and I felt it was a place dear to you. I tried to imagine my gentle poet when he was a school-boy, and I wondered if it was in Andover he learned the songs of the birds and the secrets of the shy little woodland children. I am sure his heart was always full of music, and in God's beautiful world he must have heard love's sweet replying. When I came home teacher read to me "The School-boy," for it is not in our print.

Did you know that the blind children are going to have their commencement exercises in Tremont Temple, next Tuesday afternoon? I enclose a ticket, hoping that you will come. We shall all be proud and happy to welcome our poet friend. I shall recite about the beautiful cities of sunny Italy. I hope our kind friend Dr. Ellis will come too, and take little Tom in his arms.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

We close the account of Helen's visit to Andover with the following letter, which she wrote to Miss McKeen, principal of the academy, in acknowledgment of the delightful time which she had enjoyed in the seminary, and of the kindness of the friends whom she had met there.

SOUTH BOSTON, June 10, 1891.

MY DEAR MISS MCKEEN: — You must not think that because your little friend has not written to you sooner that she has

forgotten you or the beautiful time she had at Abbot Academy. It is only that I have had a great many letters to write, and I knew that you would wait patiently for your letter. Teacher and I often speak of our visit to Andover, and of the kind friends whom we met there. How beautiful it is that when we have enjoyed something very much we can always treasure it in our memories! It seems to me that our minds are like museums, where everything we have known and loved is kept for our enjoyment. And I am sure that the grand museums at Rome and Florence are not nearly so wonderful as the mind-museums which hold our treasures.

We are going to leave this dear city, and our many, many loved friends, on the 22d of June. I am so eager to see my darling little sister and my mother and father that I can hardly wait patiently for the days to fly by; but the many pleasant things which happen every day keep my heart so full of gladness that there is no room in it for impatience. I hope that when we return in the autumn we shall see you again; and I hope your summer will be full of happiness. Please give my love to all my Andover friends, and if you see Mrs. Downs please tell her that I thank her very much for the invitation to the musicale, and I was sorry I could not be present. Teacher sends her kind remembrances.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

#### BIOGRAPHY OF LAURA BRIDGMAN.

"She was a worthy woman all hire live."

*Chaucer.*

"Biography is an inspiring and ennobling study."

*Horace Mann.*

The work upon Laura Bridgman which is in preparation by Mrs. Florence Howe Hall and Mrs. Maud Howe Elliott is progressing rapidly. It is hoped that by the end of this year this im-

portant book will be ready for publication. The scope of the work is large, and it is believed will be of great value to the institution. The writers have been at great pains to collect the many letters which, during the early years of Laura's education, were addressed to Dr. Howe by persons of eminence in Europe and the United States. Among those selected for publication are letters from Harriet Martineau, Charles Dickens, Mrs. Sigourney, George Combe, Francis Lieber and Horace Mann.

As Laura's history is intimately bound up with the early history of the institution, a part of the book will be devoted to that, as well as to the account of some of the early difficulties which beset the path of Dr. Howe, in placing the infant school on the strong, permanent basis upon which it now rests.

A very full history of Laura's early life at Hanover has been prepared. Her first lessons have been carefully described. Besides the accounts already printed from Dr. Howe's reports, certain side lights are thrown by his private correspondence, Laura's own reminiscences, and the letters of friends and acquaintances.

Much of the material used is entirely new. Extracts from the quaint and original journals which Laura kept tell us of her progress from an entirely new stand-point. Her own autobiography, fresh, breezy and full of personal charm,

will be an important feature of the work, which aims to be an exhaustive history of the methods pursued in teaching Laura Bridgman, Lucy Reed and Oliver Caswell.

The pictures of life at the school in the early days when it was held in the house of Dr. Howe's father in Pleasant street, are infinitely touching and interesting. The vigorous growth, which in so short a time carried the establishment from Pleasant street to Col. Perkins' mansion in Pearl street, is carefully traced. The school journals, kept in the handwriting of the first director, were found to contain a rich fund of anecdote, and are curiously picturesque annals of the daily life of the institution, through which we get glimpses of the life of Boston in the second quarter of this century.

The letter books of those days furnish in themselves enough materials for a volume of letters touching on a hundred points of interest. They are addressed to many of the most prominent citizens of the day, and incidentally touch on many matters of public as well as private interest. Indeed, so rich is the fund of material on which the writers can draw, that their embarrassment is one of choice. Where all is so precious it is hard to know, not what to *give*, but what to *withhold*. It is their aim not only to make their work of value as the only authentic and thorough account of the education of Laura Bridgman,—that feat

which aroused the wonder and enthusiasm of Europe and America,— but also to make it a precious contribution to the history of the Boston of that day. They undertook their grave task with the sense of a profound filial duty; they have found in it not only the gratification of putting on record the most remarkable of the many services to humanity which crowded the years of Dr. Howe's long life, but another and quite unexpected pleasure. The old folios, the faded letters, the rusty journals, instead of proving a dusty and dry record of uninteresting details, breathe forth romance, sentiment, anecdote and wit. They have lived in the Boston of 1837, and found it a pleasant place in which to forget some of the perplexities of the Boston of 1891. They have explored a fresh new country, full of color, full of pleasant odors, tuneful with music. It is this unforeseen pleasure which has given them the belief that their work will be *fruitful of enjoyment* to many others.

Instead of a dry record of facts, they believe that they will be able to present to their readers that rare and precious union of history and romance which makes the *biography* the most human and interesting of all books. They are able to guarantee scientific accuracy in the accounts of the methods of teaching the deaf, dumb and blind, invented by Dr. Howe, because they have followed with the most thorough research every word that he ever wrote upon the

subject, and have also studied the notes made upon the case by Francis Lieber, Dr. G. Stanley Hall, Professor Jastrow and other writers. The purely human side of the relations between Laura and her teacher, between Laura and her many friends, they have studied with equal care.

The life of the silent woman, who nearly three years ago left this world to go, as she firmly believed, to her "heavenly home," was a very rare and interesting one. Her life was poor in events, but how rich in its spiritual experience, how wide-reaching in its influence on other lives! She touched some of the best minds of her time, and made a deep impression upon them. Her name was a household word in England, as well as in this country. Each step in her triumphal progress, out of darkness towards the light, was watched with intensity of interest from both sides of the Atlantic.

Dr. Howe's life was so full of efforts for humanity that he never rested long enough to give a full account of this most famous of his battles for the great cause. The loss is irreparable. Two of his daughters have undertaken to do the thing he would have done so infinitely better, and have given in his own words, as far as possible, the story, which must remain one of the links in the chain of psychological knowledge.

All which is respectfully submitted by

M. ANAGNOS.

## LIST OF PUPILS.

Bannon, Alice M.	Knowlton, Etta F.
Barrows, Estella E.	Lord, Amadée.
Boyle, Matilda J.	McCarty, Margaret E.
Brecker, Virginia R.	Morgan, Clara.
Brodie, Mary.	Morse, Maria T.
Brown, Grace L.	Murgatroyd, Jane.
Carr, Emma L.	Murphy, Maria J.
Case, Laura B.	Murtha, Mary Ann.
Caulfield, Elizabeth E.	Neff, Calla A.
Chisholm, Elizabeth.	Nickles, Harriet E.
Clark, M. Eva.	Noble, Annie K.
Delesdernier, Corinne.	Norris, Hattie E.
DeLong, Mabel.	Ousley, Emma.
Dover, Isabella.	Park, Mary S.
Duggan, Katie J.	Perry, Ellen.
Ellingwood, Mary Etta.	Ramsdell, Harriet M.
Emory, Gertrude E.	Reed, Nellie Edna.
Eylward, Josephine.	Rich, Lottie B.
Fogarty, Margaret M.	Risser, Mary A.
Foss, Jennie.	Rock, Ellen L.
French, Mattie E.	Roeske, Julia M. B.
Higgins, Mary L.	Snow, Alberta M.
Hoisington, Mary H.	Snow, Grace Ella.
Howard, Lily B.	Thomas, Edith M.
Jackson, Fanny E.	Tierney, Mary E.
Joslyn, Edna A.	Tisdale, Mattie G.
Keller, Helen A.	Tomlinson, Sarah E.
Keyes, Teresa J.	Walcott, Etta A.

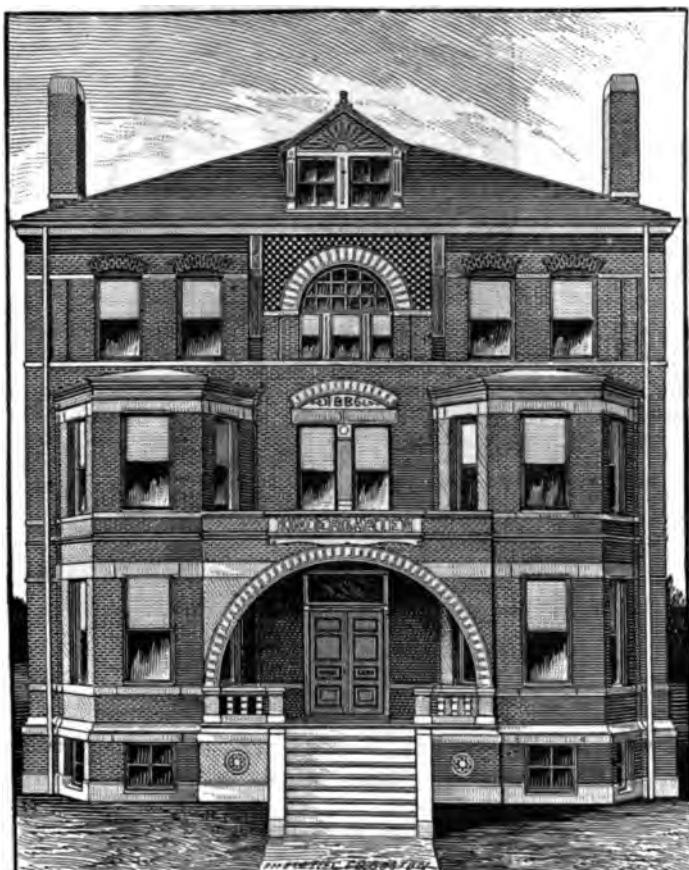
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|----------------------|------------------------|
| Warrener, Louisa.    | Hodsdon, Harry B.      |
| Welfoot, Florence E. | Hogan, George.         |
| West, Rose A.        | Ingalls, Jesse A.      |
| Wilbur, Carrie M.    | Jackson, Clarence A.   |
| Wilson, Eva C.       | Jennings, Harry M.     |
| Andrews, Wallace E.  | Kenyon, Harry C.       |
| Baker, Frank G.      | Kerner, Isaac.         |
| Beckman, J. Arthur.  | Lamar, Charles.        |
| Bigelow, Edward D.   | Leutz, Theodore C.     |
| Backman, J. Victor.  | Lynch, William.        |
| Bond, William H.     | Madsen, John.          |
| Brinn, Frederick C.  | Mannix, Lawrence P.    |
| Brown, George W.     | Meagher, Wm. H.        |
| Burke, Thos. Henry.  | Messer, William.       |
| Burnham, John N.     | Miles, Henry R. W.     |
| Byron, Roger.        | Minor, John F.         |
| Campbell, John R.    | Morrison, John F.      |
| Campbell, Joseph G.  | Mozealous, Harry E.    |
| Clare, John J.       | Muldoon, Frederick J.  |
| Clark, Frank A.      | Newton, Wesley E.      |
| Clark, J. Everett.   | O'Brien, Francis J. L. |
| Coffey, James.       | O'Connell, John P.     |
| Corliss, Albert F.   | Oliver, John H.        |
| Davis, James S.      | Pickering, Jesse E.    |
| Dayton, Reuben G.    | Putnam, Herbert A.     |
| Devlin, Neil J.      | Ramsdell, Waldo E.     |
| Dutra, Joseph J.     | Rasmussen, Peter A.    |
| Ellis, William C.    | Reilly, Patrick.       |
| Farrell, John.       | Reynolds, Henry L.     |
| Forrester, Charles.  | Rich, Henry F.         |
| Giesler, John H.     | Riley, Frank Edward.   |
| Girard, R. George.   | Robair, Charles.       |
| Gosselin, Wilfred.   | Rochford, Thomas.      |
| Harmon, Everett M.   | Sabins, Weston G.      |
| Heath, William E.    | Sherman, Frank C.      |

Stoddard, John L.	Walsh, Joseph.
Strout, Herbert A.	Warburton, John H.
Sullivan, Michael.	Washington, George.
Thorpe, Azariah F.	Weaver, Frank V.
Tracy, Merle Elliott.	Wilkins, James A.
Trask, Willis E.	



**FIFTH ANNUAL REPORT  
OR  
THE KINDERGARTEN FOR THE BLIND,**

**SEPTEMBER 30, 1891.**



**BOSTON :  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 Post Office Square.  
1892.**



PHOTO-CO. BOSTON

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

## OFFICERS OF THE CORPORATION.

1891-92.

SAMUEL ELIOT, LL.D., *President.*  
JOHN CUMMINGS, *Vice-President.*  
EDWARD JACKSON, *Treasurer.*  
M. ANAGNOS, *Secretary.*

### BOARD OF TRUSTEES.

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J. THEODORE HEARD, M.D.	S. LOTHROP THORNDIKE.
ANDREW P. PEABODY, D.D.	GEORGE W. WALES.

### VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously :—

*Voted,* That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

MRS. ELIZABETH C. AGASSIZ.	MISS OLGA GARDNER.
MISS ELIZABETH L. ANDREW.	MRS. JOHN C. GRAY.
MRS. WILLIAM APPLETON.	MRS. THOMAS MACK.
MRS. MAUD HOWE ELLIOTT.	MISS LAURA NORCROSS.
MISS CLARA T. ENDICOTT.	MISS EDITH ROTCH.
MRS. JOHN L. GARDNER.	MISS ANNIE C. WARREN.

## OFFICERS OF THE KINDERGARTEN.

### DIRECTOR.

M. ANAGNOS.

### ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

MISS ISABEL GREELEY, *Matron.*

MISS NETTIE B. VOSE, *Assistant.*

MISS CORNELIA C. ROESKE, *Music Teacher.*

MISS EFFIE J. THAYER, *Special Teacher to Willie Elizabeth Robin.*

MISS MARGARET A. BULL, *Special Teacher to Tommy Stringer.*

MISS FANNY L. JOHNSON, *Kindergartner.*

MRS. SARAH J. DAVIDSON, *Kindergartner.*

## ESTABLISHMENT OF THE KINDERGARTEN.

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On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

### Commonwealth of Massachusetts.

---

In the year one thousand eight hundred and eighty-seven.

---

#### AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—*

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,  
*Secretary of the Commonwealth.*

## KINDERGARTEN FOR THE BLIND.

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### REPORT OF THE TRUSTEES.

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*TO THE MEMBERS OF THE CORPORATION:*

*Gentlemen and Ladies:*—We have the honor to present the fifth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1891.

This infant institution constitutes the foundation of our system of education. It is the nursery in which the tender plants are watched and cared for, sheltered from rough winds and evil influences. Here the little children are developed lovingly and wisely, made to feel happy at home in a world which otherwise would have been a hard one for them; taught to exercise their minds, their hands, their voices, the best instincts of their nature, in happy social play, which is at the same time use and education, according to the wise plan and principles of Froebel, until they are of an age to be transplanted to the parent school.

The critical period with a blind child is in its earliest years. Every little human being, born into an ignorant, corrupt environment, is a hopeless problem on the hands of a heartless, cold

society; ten times hopeless is the sightless child. The social neglect which it encounters is excusable from ignorance, from utter want of ways and means and practicable methods. In the lower walks of life the temptation is, as a *pis aller*, to hustle such a child into the cheapest hospital or almshouse, and leave it to the tender mercies of the Beadle Bumbles and official venal nurses, with insufficient and unwholesome food, and more cuffs than sympathy. Contrast the chances of a sightless child born in the worst conditions, with the little heaven into which its more fortunate neighbor is transported in the kindergarten. Here there is no neglect, no rough and savage helter-skelter discipline, no lack of loving kindness, no uncleanness, no interruption in the daily round of healthful and attractive work and play and study, which goes on spontaneously. It is indeed a garden,—a garden of young souls, kept innocent and pure, happy in one another, loving their teachers, loving to obey; for there obeying is but trusting. You cannot spend an hour in such a school and watch the children at their play, their modelling and weaving, their cheerful singing, their gymnastic exercises and their glad mutual service, without feeling that there is a holy atmosphere about you.

Such is infancy and childhood in its true estate; such they looked to him who said, “suffer little children to come unto me.” Where will you see

happier children, in spite of their great privation, or teachers happier in the fruits of their good work? Think how it would have been with those same little ones, if there had been no Froebel and no kindergarten.

The kindergarten at Jamaica Plain continues to prosper under the same faithful, able and devoted officers and teachers who have carried on the work with marked success from the beginning. It is under the general supervision of the director of the Perkins Institution, Mr. Anagnos, who, since his return from Europe with renewed health, has shown only a deeper and more devoted interest in this beautiful and darling project of his own heart and brain. The same wise, energetic, genial, faithful matron, Miss Isabel Greeley, presides over the household, much beloved by all the inmates, with Miss Nettie B. Vose for her assistant. The immediate instruction has been carried on as acceptably as ever, and with the same excellent results, by those two well-equipped, experienced *kindergartners*, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson. Miss Cornelia C. Roeske, a blind graduate of the Perkins Institution, still presides with admirable efficiency over the musical instruction and recreation in the kindergarten.

The number of children is rapidly increasing. We have now 36, which is as many as our single building can comfortably house; and new applications for admission are continually received.

Some of these cases are so urgent, making such piteous appeals to sympathy, that it is distressing to have to refuse them for want of room.

The health report for the past twelve months is on the whole a good one. At the beginning of the year one of the little girls was taken ill with scarlet-fever in a light form. She was removed at once to the city hospital, where she was properly treated and made speedy recovery. During the second quarter, ending April 2, there were four cases of scarlatina, fortunately of a mild form, and all the little patients soon recovered. Again during the summer quarter there were five cases of mild scarlet-fever. With these exceptions, the pupils of the kindergarten have enjoyed perfect immunity from illness of any kind.

#### WILLIE ROBIN AND TOMMY STRINGER.

The kindergarten has opened its doors to two very interesting children,—Willie Elizabeth Robin and Tommy Stringer,—who are both blind and deaf-mute, and for whose education there seemed to be no place in the United States. The former comes from Texas, a child of remarkable beauty and delicacy of organization, with graceful, winsome ways, now seven years of age. The latter is a little boy of five, from Pittsburg, Penn., where he was temporarily kept in a hospital with the intention of placing him in an almshouse. When he came to the kindergarten in April he literally

knew nothing. He looked healthy, interesting, affectionate, as he fondly felt around for sympathy, making his way eagerly from one pair of friendly arms into another; but the mind seemed vacant, and his only language was in his smile, his laughter (into fits of which he would break out in the middle of the night), and in the vague and restless movements of his hands and feet. Yet both may be called intelligent, bright, lovely children. They have been placed under the constant care of special teachers, and promise to do exceedingly well. With Tommy, education, conscious development, now, with the new school term, virtually begins.

Helen Keller, no longer a little girl, though only eleven, in the expansive gratitude and joy of her own rare progress, has spontaneously assumed the rôle of providence for others. She took a profound interest in little Tommy. She advocated his coming to Boston very strenuously; and through her persistent efforts the greater part of the funds raised for his benefit was contributed. As her interpreter, at her request, Dr. Phillips Brooks made an eloquent appeal in behalf of the little fellow, whom he held up in his strong arms, at a reception which was given at the kindergarten by the ladies' visiting committee, on the 20th of April. He told how Helen, having lost a favorite dog, and having received letters of sympathy with offers of gifts of money to replace her pet from

friends in many quarters, had written to them severally, begging leave to apply the money to Tommy's education. She was thus enabled to send several hundreds of the six or seven hundred dollars which a year's course at the kindergarten would cost for Tommy. As the reception was remarkably well attended, and was in all ways very interesting, and as many of the best representatives of Boston's intelligent benevolence and generosity were in the audience, the appeal of Dr. Brooks was not lost, but the little fund grew rapidly even while the company was dispersing.

The Boston papers gave glowing accounts of the interesting exercises of the kindergarten children at that reception, and the impression made on all who had that opportunity to inspect the building and witness the work done for the little sightless ones, their progress in various finger work, in modelling with clay, in reading, singing and reciting poems, in rhythmical gymnastic evolutions, and especially their quickness and accuracy in recognizing musical notes and chords. Mingled with whatever sadness, it was on the whole a happy scene; an atmosphere of love, of mutual devotedness pervaded it. But we pass to the part taken by those little children in the

**COMMENCEMENT EXERCISES OF LAST JUNE.**

Their first participation filled the usual intermission between the two parts. Their excellent blind music teacher, Miss Roeske, sat at the piano and struck out chords in various keys. The children quickly named the key,—A major, E minor, C sharp minor, etc. One bright little curly-headed boy answered so promptly, with almost infallible correctness, that others, who looked equally prepared and sure, could seldom get the words out before he had forestalled them. Now, that is an unusual achievement which comparatively few, we may say very few, men or women of the older generations, would dare to undertake. It is a convincing proof that music teaching in the kindergarten for the blind is a thorough preparation for the study and the practice in the older school. In quaint contrast to this more sober and scholastic exercise was the comical and queer, but pretty and indeed rhythmical and tuneful, performance of the kinderorchestra which came later. With toy whistles, drums, triangles and zither, not unlike examples of kindersynphonies by "Father Haydn" and other great composers, they executed a couple of popular melodies ("Down upon the Swanee River" and "Annie Rooney") with so much expression that tears came with the laughter.

All this while another group of tiny kinder-

gartners, boys and girls, sat in a row on the front of the stage, modelling in clay in preparation for a very charming exercise. They were to illustrate "The Story of an Apple Tree. Let the *Transcript* describe it: —

The little blind deaf-mute from Texas — Willie Robin — was at work with the little kindergarten scholars; and Dr. Eliot designated her, and through her fingers she told us that she "had made an apple." She is one of the younger pupils of the kindergarten, and looks like a little fairy.

After a song on the apple tree little Wilbur began the exercise with a little poem on the apple. The next girl described the growth of a tree from an apple seed. The boy next her described the budding and growth of the leaf, and showed a clay model of an apple leaf. Then a girl exhibited an apple blossom in clay, and described the budding and blossoming of the tree. Willie Robin then told in slow and hesitating finger-speech about the apple (holding up her own clay model of the fruit). She has been here only since January, and has made remarkable progress during her school-time. Little Leon made a ladder to climb to the top of the apple tree, "where the best of the fruit may be always found." He was followed by dear little Martha, who showed a barrel to keep the apples in "until next Christmas;" and the last little girl had made a robin's nest, such as may be found in the apple tree. "And now we are all going to play we are birdies," she said in conclusion. In this exercise all the little children from the kindergarten joined, and they were soon flying about the platform like veritable little birds.

While this ingenious and delightfully dramatic little object lesson was preparing, Dr. Eliot improved the opportunity to make a strenuous and effective plea for the new building so imperatively needed at the kindergarten.

**DR. ELIOT'S PLEA FOR THE NEW BUILDING.**

I am asked to make a brief appeal for the new kindergarten building, which we are desirous of erecting at Jamaica Plain. You know there is already one building, erected by the liberal contributions of this community. Now the time has come when a second building needs to be added to the first, when the number of applications for admission to the first considerably exceeds its limits, and when, in order to meet the demands upon the kindergarten department, it is necessary to provide additional accommodations. That is the situation, expressed in the briefest possible terms.

For this new building we have received upwards of \$20,000 already; we need about \$35,000 more, in order to complete the building, and furnish it and fit it for the new pupils who are to come.

Need I make any appeal in behalf of those who are waiting for admission? Here are the pleaders. The sight of them is infinitely stronger and more moving than any words which I can utter. Changing a word in the inscription to Sir Christopher Wren in St. Paul's Cathedral, "*Si argumentum requiris, circumspice.*" This is the appeal which these children make, that they may still enjoy the benefits of the kindergarten, and that those who are not yet in the enjoyment of them, but who are to come, we trust, a long line of children to follow, may be provided for. Here you see what the kindergarten can do for little sightless children; here you see what George Eliot calls the sweet garden breath of early enjoyment, the breath breathed into the life of children who would be otherwise sadly bereft of any of the delights and consolations which young children deserve and require.

We ask all of you who see what has been done for the children of the kindergarten now in hand, that you will help us to do our work for the children yet to be taken in charge. Our kindergarten work is peculiar; it differs from the ordinary

work of the kindergarten, in that it is done for children who require more than the usual amount of personal consideration and personal influence ; and therefore it is a work which merits special sympathy and consideration from a community like ours. Everything that brings the personal power of the teacher to bear upon the pupil is worth more than anything in the way of technical provision or ordinary educational apparatus ; and we ask every one of you, whether you can give money or not, to give your sympathy and interest to this cause, which to us is a great cause, the cause of little children, and of little children bereft of the ordinary resources and advantages of children who have their eyes. Our kindergarten is far from doing all the work which it is capable of doing, if enlarged so as to take in those who are waiting for its benefits. I can not bear to use any ordinary arguments, or any ordinary rhetorical appeals ; there seems to me to be something so holy in this cause of little blind children that it puts to shame anything like an attempt to speak in its behalf. You cannot undervalue its sacredness or its impressiveness, and we commit it to you, that you may bear it up, and that you may plead with those who have the means, if you have not the means yourselves, to see that this work is done, and speedily done.

#### IMPERATIVE NEED OF A NEW BUILDING.

The kindergarten has been growing with astonishing rapidity. The building is filled to overflowing, and the need of the immediate erection of a new one has become imperative by the steady increase of the number of applicants for admission. The list of candidates has been nearly doubled during the past three months. Among these are several whose cases are very urgent, and who ought to be taken away from their surroundings at

once, and placed under the care and healthy influences of the kindergarten. The necessity of additional accommodations became evident, and an appeal was made to the public for a building fund of \$55,000. Of this amount \$32,000 have been contributed, and a contract for preparing the foundations and improvements of the grounds was effected at a cost of \$7,400.

The trustees accepted the excellent plans made by a young architect, Mr. Charles B. Perkins, and presented to the kindergarten.

We appeal again to the public in general and to the friends of the little blind children in particular, for further contributions to complete the sum requisite for the new building.

All of which is respectfully submitted by

JOHN S. DWIGHT,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
ANDREW P. PEABODY,  
EDWARD N. PERKINS,  
WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## KINDERGARTEN FOR THE BLIND.

---

### FIFTH ANNUAL REPORT OF THE DIRECTOR.

---

“The morn is up again, the dewy morn,  
With breath all incense, and with cheek all bloom,  
Laughing the clouds away with playful scorn,  
And living as if earth contained no tomb,  
And glowing into day.”

*Byron.*

#### *TO THE BOARD OF TRUSTEES.*

*Gentlemen:* — I have the honor to submit to you the report of the director on the workings of the kindergarten and the administration of its affairs.

It is with a feeling of unalloyed pleasure that I proceed to narrate passing events and give a brief account of what has occurred during the past twelve months. On no former occasion have circumstances so auspicious attended the performance of this duty.

The building has been filled to the utmost capacity with little boys and girls, for whom the early training received here is one of the greatest blessings of their existence.

The members of the household have generally enjoyed good health. Scarlet-fever in a mild form

has made its appearance at three different times; but there have been no cases of severe illness, and no deaths.

The appointed work of the infant school has been prosecuted with regularity and with an earnestness which amounted to enthusiasm.

#### A HIVE OF ACTIVE AND HAPPY CHILDREN.

"They are brimming with innocent laughter,  
They are blushing like blossoms of spring;  
Will the fruit of their distant hereafter  
Be as sweet as the blooming?"

*May.*

It is scarcely possible to find anywhere a cluster of happier, more joyous or better-nurtured children than those who are gathered in the kindergarten for the blind, and trained according to the methods of Froebel.

To the recipients of its benefits this infant institution is a fountain of gladness and cheerfulness and a store-house of wholesome influences and regenerating forces. It may be properly likened to a sort of heaven upon earth. Its surroundings are full of sweetness and light and saving grace, while its arrangements for home comforts, for work and recreation, are well-nigh perfect.

The building is fitted up with the most approved sanitary appliances and requisites, and the design of the structure is such as to secure the greatest amount of sun and the best possible ventilation. Around it there is plenty of room, and a sufficient

supply of plants, flowers, fresh air and trees; while within its walls there are ample facilities for keeping the pupils in a clean and healthy condition and for developing their faculties, training their powers, purifying their hearts and moulding their characters. In the school-rooms and dining-hall, in the playground and the gymnasium, in the bed chambers and the bath-rooms, in the nursery and the kitchen, in every nook and corner of the institution, there are unmistakable evidences of the forethought and intelligence, the ability and diligence, the kindheartedness and devotion of those who are in charge of the work.

Under the genial shelter of the kindergarten and the tender care and parental solicitude of its teachers and other officers, the little human plants grow, thrive, are merrily occupied with their daily tasks, and abound in energy and sportiveness. Altogether it is a touching sight to see them in their cosy abode, active, contented, joyous, and quite oblivious of the wretched condition from which not a few of their number have been raised. They have no badge or uniform, but are simply and neatly clad in dresses such as the children of respectable working people wear. On every pleasant day they are required to spend several hours out of doors, and it is a most interesting scene to stand by and watch —

" All the little boys and girls,  
With rosy cheeks and flaxen curls,"  
• • •

go tripping and skipping and filling the air with shouting and laughter. They romp and tumble, chase each other, play games, frolic gayly, pick dandelions and other wild flowers, ride their tiny bicycles, and have a good time in general. One of the children is of the dark hue,—

“ Black as the blackest of her race,  
    Ill-featured, too; and yet  
    Martha's kind voice, her smiling face,  
        I never can forget.”

Verily the power and influence of the kindergarten in the upbuilding of little sightless children, physically, intellectually and morally, and in preparing them for the pursuit of higher studies and more difficult manual occupations, cannot possibly be exaggerated. Its radiating light illuminates their pathway and leads them onward and upward. I doubt whether there is anywhere a place like it,—so full of life and activity, so rich in love and kindness, and so amply blessed with an atmosphere of sunshine and good health throughout.

In view of these facts, who can overlook its claims, or withhold his material aid or personal service from an enterprise, so grand in its scope, so beneficent in its ministrations, so catholic in its purposes and so promising in its work?

“ Kindergarten! at this holy name  
    Within my bosom there's a gush  
        Of feeling which no time can tame!”

**FIRST-FRUITS OF THE KINDERGARTEN.**

“A heavenly paradise is that place  
Wherein all pleasant fruits do grow.”

*Alison.*

The kindergarten is firmly rooted in the confidence of the community, and has its cordial and unqualified approval. Under the fostering care of the friends of the infant institution, and with the substantial aid of the public at large, it is growing steadily both in size and influence. The speedy extension of its usefulness is simply astonishing, transcending as it does the most sanguine hopes and glowing anticipations of the projectors and promoters of the enterprise.

Since this fold of humanity was first made ready for occupancy, in May, 1887, sixty-five sightless lambs have been gathered within it and have enjoyed the blessings that cluster about it. Of these, thirty-six still continue under its charge.

It is too early yet to look for the full fruition of the ministrations of the infant institution, and to estimate accurately the effects of its work upon the education of the blind. Nevertheless, enough has been already accomplished to justify us in the expectation that a rich and abundant harvest will be reaped in due time.

How valuable are the advantages afforded by the kindergarten to the little blind children of New England, and how great and lasting are the

benefits which they derive from the course of training therein pursued, is conclusively shown by the results thus far attained. These are carefully weighed and clearly set forth in a brief statement, prepared at my request by Miss Della Bennett, with the assistance of her associates and coworkers. No one can speak on this subject with more authority than Miss Bennett. She has been connected with the girls' department of the parent institution in South Boston for sixteen years, and has had a long and varied experience with beginners of all classes, and of different degrees of intelligence and mental development. Here is her testimony.

In the first pupil who came to us from the kindergarten we recognized the value of this auxiliary in educational work. The little girl was unpromising in many ways, but a single hour in the reading class disclosed the fact that she had learned the secret of independent study.

Pupils who enter at the age of ten years, without kindergarten or primary training, are confronted at once with several unfamiliar operations. Take, for example, the reading lesson. This calls for some development of the sense of touch, for accurate perception of sound, for the understanding of simple words, and for mental application. This is a fourfold demand. If we add to it—as we must—the inevitable strangeness of the school *regime*, what wonder that the little would-be student becomes quite overpowered? It is our experience that such a beginning is likely to be followed by months of stumbling before the pupil finds any real pleasure in reading. Children of the same age come to us from the kindergarten with the sense of touch ready for service, the ear trained to recognize

the sounds of letters, a familiarity with the correct use of simple language, and a certain power of attention. Thus prepared to meet the demands of the hour, a happy and successful lesson follows.

A little girl entered at the beginning of the last school term, after three years of kindergarten training, and began at once to take books from the library. In the course of nine months, during her recreation time, she had read the second, third, fourth and fifth readers, "Sara Crewe," and the first six volumes of the "Youth's Library," amounting to 645 full-sized pages. Not every one of our children from the kindergarten is such a lover of reading; but all find real companionship in books. We can attribute a characteristic so universal to no other cause than a suitable preparation for the great art of reading.

The kindergarten children are also ready to use the pencil when they come to us, most of them having already made a beginning in writing. This makes it possible the sooner to use writing as an aid in school work. We find them able to act more quickly, the mind having acquired control of the body. If the pupil is directed to move the pencil downward, the action follows immediately; if, in the gymnasium, she is asked to lift her arms, they are in position as soon as the command is given. The mind receives the idea, and without loss of time converts it into action. This coördination of mental and physical powers is of inestimable value in everything that the child undertakes.

As the abnormal movements so often seen are only normal activities struggling for freedom, the natural child-life made possible at the kindergarten removes these idiosyncrasies, and the number of swaying bodies and rolling heads is diminished.

A ready and graceful expression of thought, in marked contrast to the halting and uncouth utterances of many of our pupils, is another acquisition which the little ones derive from kindergarten associations.

All of these helps combine to advance our standard of scholarship, and this advancement is even now perceptible, although it is only three years since the first pupil was received from the kindergarten.

This statement contains invaluable evidence of the importance of the infant school. There is both history and prophecy in it. While it gives a concise account of what has been accomplished during the past four years, it indicates at the same time what we may reasonably expect in the future. The tree is known by its fruit. Judging the kindergarten by the results of its work, we can predict with safety that it is destined to inaugurate a new order of things, and to lay the foundations of a system of education, the true object of which will be to develop all those faculties that serve to raise the standard of the individual and social life of the blind, and to bring them into symmetrical and harmonious relations with each other.

"I should have known what fruit would spring from such a tree."

#### THE URGENT NEED OF ADDITIONAL ROOM.

"I'll rather dwell in my necessity."

*Shakespeare.*

The educational advantages afforded by the kindergarten are sought with great eagerness, and the growth of the infant school both in numbers and usefulness is amazingly rapid. The seedling of five years ago is now a thriving and stately tree, extending its branches in every direction,

spreading the influence of its freshness and vitality all over the country, and bearing abundant fruit.

There is a steady stream of applications for admission to this garden for human plants. They come to us from all parts of the United States,—from the east and the west, from the north and the south, from cities and towns hundreds of miles distant from Boston and Massachusetts. Unfortunately, however, the extreme limit of our accommodations has already been reached, and, as a consequence of this state of things, instead of being able to receive all suitable applicants with open arms and glad hearts, we are forced to turn them away in spite of ourselves for lack of room.

The present building is filled to overflowing with bright, intelligent and happy little children. Every inch of available space has been utilized. The playrooms have been changed into dormitories, and as a last resort we have been obliged to procure cribs for two of the tiniest scholars, with the intention of placing them in some vacant corner, in order to give their beds to candidates whose immediate reception was rendered imperative by the nature of their domestic circumstances. But, with all this overcrowding,—which for obvious reasons is not merely undesirable but positively detrimental to the comfort and general health of the household,—the pressure for admission is greater than ever.

The number of little boys and girls who are sadly in need of the advantages of the infant school, and whose guardians are eagerly praying for their admission, is rapidly increasing. New applicants are constantly added to our list, while those who have already been accepted as fit for kindergarten training, and who are anxiously waiting for vacancies, are numerous enough to form a good-sized family.

Some of the expectant candidates are most unfavorably situated, and ought to be instantly taken away from their environment. They live in narrow and unhealthy quarters, and are pining for want of pure air and cleanliness and wholesome diet and proper care. They are exposed to pernicious influences, and run the risk of being stunted and dwarfed in their physical and intellectual development, and of having the seeds of noxious weeds planted in their hearts. Under these circumstances the tenderest years of childhood, which often determine what the future career shall be, are worse than wasted,—they are given to the devil and his ministers. These children stretch out their feeble hands in search of help from the depths of their misery and wretchedness, and I seem to hear them saying, in mournful tones, —

“Look into our childish faces;  
See ye not our willing hearts?  
Only love us, only lead us;  
Only let us know you need us,  
And we all will do our parts!”

Who can resist the touching appeals of these forlorn little ones? Who can turn a deaf ear to their silent but pathetic entreaties? Who can deny that they have the strongest possible claim on our kindness and sympathy, and that it is our solemn duty to respond readily to their supplications, and to give them the blessings of a genial home and the inestimable advantages of early training? It would be inhuman to do less than this. Nay, it would take a heart of stone to tell them, when they knock at our door for deliverance from woe and for protection from evil, that we have no room, and that they must wait until we find a place for them. Yet what else can we say? We have no alternative in the matter.

In view of these facts, the enlargement of the kindergarten is not merely a *desideratum*, but an absolute necessity. Without it the ultimate success of our enterprise and the prompt bestowal of its benefits on all sightless children who are in need of them, would be impossible. Hence it was decided by the trustees to undertake the erection of a commodious building, similar to that now in use, as soon as the requisite funds were raised.

Immediately after this conclusion was reached an earnest appeal was made to the public for \$55,000. This is the lowest estimate of the amount needed for the construction and furnishing of the new building.

**THE SUM OF \$23,000 IS STILL LACKING.**

"Our toils, my friends, are crowned with sure success:  
The greater part performed, achieve the less."

*Shakespeare.*

No sooner was it announced that the kindergarten was in absolute need of additional accommodations in order to be able to keep its doors open to all the victims of affliction, than its friends and benefactors rallied to its assistance and called public attention to its wants.

The plea in behalf of the little sightless children was received in that kind and tender spirit which is characteristic of Boston, and a warm interest in their welfare was manifested everywhere. Voluntary contributions began to come in, and they were often accompanied by expressions of cordial sympathy and words of cheer and encouragement.

It became evident, from these and other manifestations of a similar nature, that the pressing need of the kindergarten for more room was fully realized by the community, and that the time was quite ripe for taking systematic action to raise the means necessary for the erection of a new building. Measures were at once taken toward this end, and an earnest movement was speedily inaugurated, in which trustees, members of the corporation and many influential people participated. Dr. Eliot became thoroughly convinced of the urgency of the matter, and took it up with his wonted zeal. He not only made two stirring and most eloquent

appeals in behalf of the building fund,— one at the annual reception held by the ladies' visiting committee and the other at the commencement exercises,— but also contributed generously of his substance, and thus set to others the example of giving. Those who espoused the cause put forth their utmost energies in its furtherance, and nothing was left undone which could be of service to it.

These efforts met with a good measure of success. Of the total amount of \$55,000, which is required at the lowest calculation for the erection and equipment of the new building, the sum of nearly \$32,000 has thus far been obtained. Hence a balance of \$23,000 remains to be raised. After due deliberation, the board of managers did not think it prudent to proceed with making contracts for building operations before the whole of the requisite amount had been subscribed. They did not wish to incur the risk of encroaching upon the endowment fund, which is far from being sufficient to yield an adequate annual income for the support of the infant school in its present condition.

While we have good reason to be encouraged over the success that has been attained, we must not be contented with the accomplishment of the greater part, and stand idle. There is more to be done, and we must not slacken our efforts until the rest of the money has been obtained. We have a noble cause, worth working for. Courageously

and resolutely we must labor for its ultimate triumph. There must be no backward step and no hesitancy in our movement. Our watch-word should be, forward! Until the building fund is raised we must not stop striving for a moment,—

“Nor ever fold our wings  
And cease from wanderings,  
Nor steep our brows in slumber’s holy balm.”

Tireless activity, dauntless courage, inflexible perseverance, indomitable energy, cogent argument and firm faith in the goodness and potency of our cause will finally win the victory, and secure for a large number of helpless little sightless children the inestimable boon of early training under the best auspices and most favorable influences. No toil, however severe, will ever dishearten the true believer, who holds the “shield of faith.” Truthful as well as beautiful are the words of Herbert Newbury:—

“One sweetest word of holy meaning  
Cometh to me o’er and o’er,  
And the echoes of its music  
Linger ever — evermore.  
Trust — no other word we utter  
Can so sweet and precious be,  
Tuning all life’s jarring discords  
Into heavenly harmony.”

The demand for more room is pressing; the need of a new building is urgent. A whole year has already been lost to the lives of a large number of little boys and girls, who have been praying

for protection and intellectual light. It would be cruel to keep them out of school indefinitely, and to allow more of their precious springtime to be ruthlessly wasted. This fact renders it imperative for me to lay aside my personal feelings and preferences, and to plead the cause of these children with all the strength of my soul and all the earnestness that I can command. As long as they utter a cry for help or a prayer for shelter, I cannot remain silent; I must raise my voice in their behalf. I am forced by a sense of duty to appeal again to all benevolent persons of our community, and beg them to contribute liberally not only for the erection of this additional monument to the cause of afflicted humanity, but also for the support and education of its future occupants. My plea is not confined to one class of people; it is addressed to all of you, good citizens of Boston; to you, generous men and women of New England; to you, tender-hearted friends of the little blind children everywhere.

What shall your answer be?

#### MISS BRADLEE'S MUNIFICENCE.

"Time as long again  
Would be filled up with our thanks;  
And yet we should for perpetuity  
Go hence in debt."

*Shakespeare.*

Many are the warm friends and generous helpers who have subscribed liberally to the building

fund; but foremost among them is Miss Helen C. Bradlee, who, without any solicitation on our part, sent her cheque for \$10,000. This amount brings the total of Miss Bradlee's contributions up to \$50,000.

Of the receipt of this munificent gift a due acknowledgment was promptly made, from which we copy the following extract:—

SOUTH BOSTON, Feb. 7, 1891.

MY DEAR MISS BRADLEE:— How shall I thank you for the new and munificent gift of ten thousand dollars, which you were so very kind as to send to Miss Endicott for the kindergarten for the blind? What shall I do to show my grateful heart for this fresh proof of the continuance of your profound interest in the cause of the little sightless children? I am so overwhelmed with the magnitude of your generosity towards our infant institution, that I find my vocabulary utterly inadequate to give proper expression to my feelings and to my sense of great and lasting obligation to you. The following lines, which I borrow from one of Hannah Moore's poems, seem to fit my case admirably, and to interpret my sentiments in an excellent manner:—

“Accept my thoughts for thanks; I have no words:  
My soul, o'erfraught with gratitude, rejects  
The aid of language.”

This munificent additional gift, born as it was of your boundless benevolence, enhances the splendor of the magnificent and enduring monument which through your princely liberality was built to the name of your honored and revered family, two years ago. No length of time will efface the debt of gratitude which the blind of New England and their helpers owe to you

for the grand benefits which they derive from your gift. They will always look up to you as one of their most generous and consistent friends, and "shall ever cry to heaven and pull blessings on you."

Miss Bradlee's donation came in the very nick of time to give a solid foundation to the fund for the proposed new building, and to send a ray of sunshine all along the line of our work. To her we owe untold gratitude.

I should violate every feeling of fervent and sincere appreciation, did I fail to speak in this report of Miss Bradlee's royal munificence. Hers is not an ordinary deed of generosity; it is truly princely. Its effects will shine forever upon the lives of the little sightless children —

"Like the bright sun that light and love imparts."

Miss Bradlee's gifts constitute a marvellous chapter in the annals of the kindergarten. Around her she has caused several splendid monuments to be built. For these her late brother, J. Putnam Bradlee, hewed out the stones, and she sent up their walls to the music of her heaven-inspired benevolence. All her gifts have been wise, as well as munificent; but the noblest and most beneficent of them all is that which she has bestowed on afflicted children.

Miss Bradlee has taken a very prominent position among the benefactors of our school. Her memory and that of her honored family will always





hold a high place in the affection of the blind, and will literally remain green as long as the trees put forth their annual foliage. Her case will furnish another illustration of the truth, that —

“ Good deeds cannot die :  
They with the sun and moon revive their light,  
Forever blessing those that look on them.”

In the history of the kindergarten the munificence of Miss Bradlee will be inscribed in letters of living light. Her name will stand for all time as the exemplar of large sympathies, unostentatious beneficence and prudent liberality.

“ Sweet promptings unto kindest deeds  
Are in her very look ;  
We read her face, as one who reads  
A true and holy book.”

#### WILLIE ELIZABETH ROBIN.

“ Shine on, ‘ lone star ! ’ the day draws near  
When none shall shine more fair than thou.”

Willie Elizabeth Robin was born in Throckmorton, Texas, July 12, 1884. Her father was a native of Sweden, and her mother of middle Tennessee. Their robust health seems to have been inherited by little Willie, who was a bright and active infant, in full possession of her senses. She had begun to talk, and was considered an unusually precocious child until she reached the age of eighteen months, when she was attacked by an illness called “ catarrhal fever ” by one physician,

and by another "neuralgia of the head." On the fourth day a redness of the left eyeball was noticed, which so increased that on the seventh day her parents became alarmed. The physician prescribed an eye-wash, which produced swelling and greater irritation. Poulticing was then tried, but without effect, and for a week the swelling was so great that examination of the eyes was impossible. It is thought that deafness occurred first, that the loss of sight was more gradual, but that since the violent inflammation which closed her eyes on the seventh day she has never seen.

Her health became fully restored and she grew in beauty and in vigor, the loss of sight and hearing interfering but slightly with her freedom of locomotion. Two little sisters came to her, one after the other, and Willie took care of them, amusing them in just the ways that a seeing child would use. When baby had finished eating, Willie would perceive it. She would then take her down from the table, lead her away, and carefully wash the little one's face and hands before attending to her own.

Willie was once taken to town, where she had a tooth extracted. Six months afterwards, the doctor who pulled it called at the house with another physician. The little girl examined the stranger first, by passing her hands over the soles of his feet, then smelling of her hands; then

touching him in various places in like manner. Finally she turned from him to the doctor whom she had met in town, and, after a similar inspection, she opened her mouth and touched with her finger the cavity left by the tooth he had extracted.

She seemed to judge the size of persons by the length of their feet; but she measured children by their height from feet to head, and chose for playmates those nearest her in size. She made known her wants by signs, and it was only necessary to give her a sign once. When she came in contact with something beyond her comprehension, she would make a great effort to talk, uttering such sounds as *bah, ah, ah!* and once, about a year after her loss of hearing, she spoke the word *ma* as plainly as she used to speak it. Such was Willie Robin when her mother brought her to the kindergarten, Dec. 20, 1890.

She became interested in the children directly, singled out little Katie as her companion, and followed her everywhere. No direct teaching was at first attempted. She was allowed to run about, to become acquainted with the members of the household, and familiar with the building and her surroundings in all their details. Meanwhile her teacher was studying her, and trying to win her affection. Her love of order was noticeable, and it was soon apparent that an appeal to her understanding was more effective than the use of force. Her bath afforded an early illustration of

this. Having no mutual language, her teacher did not try to explain her wishes before undertaking to give Willie the first bath. The child was very strong, and she resisted with all her might, so that her teacher required considerable help before she succeeded in bringing her within reasonable control. The next time Miss Thayer began by taking her charge into the bath-room, showing her the water, and allowing her to see that one of her companions was undressing. Then Willie understood what was expected, and, without the slightest hesitation, began to prepare for the bath, which she really enjoyed.

One day she became interested in a set of alphabet blocks, and in tracing the raised letters upon their sides; so her teacher sat down beside her, and made, in the manual alphabet, the same letter that the child was examining on the block; and soon Willie tried to imitate her in making the letters.

A week after her arrival Willie began to manifest a liking for her teacher, and would leave her mother or the children to go with her. Mrs. Robin remained at the kindergarten only two days longer, gradually withdrawing herself, so that Willie might not grieve when she left her. The result proved the wisdom of this course. Willie had already begun to enter into the life of the kindergarten household, and did not know when her mother went away.

On the day following, December 31, Willie's lessons began. Three words were selected,—*fan*, *hat*, and *ring*,—and, provided with the corresponding objects, Miss Thayer seated herself beside her little pupil, and began work in real earnest. She gave Willie a small fan, allowed her to examine it and use it, then made the letters *f-a-n* in the child's hand. She gave her another fan, again spelling the word, and, after showing her several, of different styles, and spelling the word each time, she took a *hat* and repeated the lesson with that object. After a little while Willie grew mischievous, and hid in her apron the hand in which her teacher had spelled these words to her. In the gymnastic class she did not in the least understand the exercises, and was somewhat troublesome; but when, in the afternoon, she received her first lesson in kindergarten occupations, she did much better. With the help of her teacher she wove a mat with splints, and then began to string alternately a cube and a ball. This she liked so much that she was unwilling to leave it when the bell rang for recess.

The lessons upon these three words were repeated day after day, and she was taught to fashion the objects with paper and with clay. January 3, her teacher gave her a lump of clay, spelled *h-a-t* in her hand, and by signs indicated her wish that Willie should make one. She repeated the spelling several times, and then left

the child to herself, and awaited the result. To her surprise and delight, her little pupil produced a hat. Yet she could not be sure that it was not by a happy accident that the child had hit upon the right object. She wished to test her. The day before, Willie had made first a hat and then a fan, and Miss Thayer had already seen that she was inclined to repeat things in the exact order in which they were first learned. To test her knowledge of the word, therefore, she again called for a hat, and again the little girl modelled a hat. Then her teacher spelled *f-a-n*, and Willie made this, also, after a little hesitation. She was asked to make it again, but, having made two hats, she seemed inclined to make two fans.

January 7, her teacher's diary records that she spelled the three words. January 9, she was given a lesson in the actual use of language. She dressed herself for a walk, except her hat, which her teacher had put out of her reach, so that she might ask for it in finger speech. This she did not seem inclined to do, and even sought to avoid it by pretending to be sick, by wanting water and other things; but her teacher persevered, and at last, finding that her pretences were of no avail, she yielded, and tried to spell *hat*. The next day she was observed spelling the word in her own hand. January 12, she was taught the words *bread* and *water*, and she was again seen spelling words in her hand. In less than two weeks from

her first lesson this little girl was beginning to talk to herself by the manual alphabet.

Meanwhile she had made the acquaintance of Edith Thomas. From the first Willie seemed strongly attracted to her, and when, on the 13th of January, Edith went to the kindergarten for a visit of a week, the two little girls were delighted to meet, and became almost inseparable. Willie would follow Edith's every step, happy in doing just as she did; and Edith, understanding that Willie's condition was like her own, began to help in teaching her as she had herself been taught. She was told the words that Willie was trying to learn, and gently and patiently she repeated the lessons over and over to Willie, and with her help in the gymnastic exercises the new pupil began to behave much better, and tried to do as the others were doing. She evidently liked to learn from Edith, and when the time came for her little teacher to return to South Boston Willie wanted to go too.

Following her teacher's diary, we find that on January 17, while she was serving another little girl at table, Willie placed her mug directly before Miss Thayer, and tried to spell *water*. This was her first *voluntary* asking in finger language. January 20, she went to the assistant matron, who was engaged in sewing, and asked, by signs, that she would tell her, in the manual alphabet, what she was doing.

Edith had taught her how to hunt for articles that her teacher asked for, and when she found them to carry them to her and spell their names. Willie liked very much to do this with a companion, and, as it was a helpful method of teaching words, Miss Thayer often used it afterwards. At the end of a month Willie had learned twelve words, which she could spell quickly and correctly, and, if her teacher sent her for either of the articles, she would find and bring it to her, refusing to deliver it to any one else.

From this time she began to acquire language rapidly, and three weeks later she had a vocabulary of eighty words, and understood such expressions as *a glass of milk or water, oatmeal with milk and sugar*. Yet, even after it was perfectly clear that she understood words and could spell them correctly, she was often reluctant to use them, and manifested the perversity so frequently seen in little children when beginning to use articulate speech.

MARCH 1, Willie began with the first kindergarten gift, and *hard and soft, right and left, back and front, up and down*.

MARCH 5, she was taught a complete sentence. Her teacher hid a ball, and asked her to find it. When she had done so, Miss Thayer said to her, *Willie has found a ball*. The lesson was repeated with a pair of rubbers, the teacher saying, *Willie find two rubbers! What has Willie found? Willie has found two rubbers*. After a few such exercises, when her teacher asked, *what has Willie found?* the child readily replied, *Willie has found —*, naming the article.



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MARCH 8, we find her working with the second gift, learning the smooth, round face of the ball, the faces of the cube and its straight edges, and lastly the curved and flat faces of the cylinder. In connection with this she was taught the numbers *one, two, three, four*, applying them to various objects; and she began to use the circular tablets, pinning them upon the cushion from the directions of her teacher.

MARCH 22, she is reviewing the first, second and third gifts, analyzing each gift more thoroughly than at first.

MARCH 31, she has a vocabulary of somewhat more than one hundred and twenty-five words, and if she wants a drink, she asks, in finger speech, for *a mug* (or a glass) of *cold water*, instead of folding her arms and beating them savagely against her chest, as was her custom three months ago.

The ladies' visiting committee held a reception at the kindergarten April 20, and Helen Keller, Edith Thomas, Willie and little Tommy had a share in entertaining the guests. Although it was a new experience for Willie, she did her part well, using her little stock of language in conversing with those who were interested in her. She was now beginning to make sentences and to use some forms of politeness. May 3, she is asking, *what is that?* *Please give Willie bread and butter.* May 10, having been taught to say, *please may Willie go to Boston?* she, of her own accord, asks, *please may Willie have a handkerchief?*

As the spring advanced, her teacher frequently took her out of doors to give her lessons from natural objects. One day she led her to the orchard for a lesson upon trees. Willie had

already learned about the trunk of her own body, and she felt first of that, then of the trunk of the tree, comparing them. Next she examined the branches, and showed that her arms were also branches; and when she discovered some tiny leaf buds she pointed to her own eyes and back to them, indicating that the buds were the eyes of the trees.

At the commencement exercises at Tremont Temple Willie appeared for the first time in public, and behaved with perfect propriety through the long afternoon. She took part with the kindergarten children in their lesson upon the apple-tree, made an apple in clay, and gave, through the lips of her teacher, the following recitation: —

*Willie has made an apple. The apple is the fruit of the apple-tree. The apple hangs on the tree by the stem. An apple is round like a ball. Apples are good to eat.*

Early in June her teacher began to make her acquainted with domestic animals, hoping to overcome the fear of them which Willie had often shown; and in this she was successful. The horse, the cow, the dog and the chickens soon became familiar objects, and her timidity was transformed into something very near affection. She seemed to detect the presence of a dog at some distance, for one day, while sitting in a parlor, she raised her hand and spelled *d-o-g*. No one had suggested the idea to her, nor had the animal



touched her; but upon the piazza outside lay Sharp (a dog that she had never known) with one paw just within the door.

Her active mind was at work all through the summer holidays, which she spent with her teacher in the country, and she made excellent progress in language during the time. The following are some of Willie's own questions and remarks, — not called forth by her teacher, but coming voluntarily from the little fingers, — and therefore they fairly represent her present attainment in English: —

*Does baby Victor sleep ?  
Where does baby Victor sleep ?  
Where is Tom ?  
Has Mrs. Wait gone home ?  
Have my papa and mamma a horse ?  
My papa and mamma gave me my beads.  
We are going to Genevra's to tea.  
I am going to Westfield to see Julia Noble.  
Does Tom keep his mouth closed when he eats ?  
You are packing my trunk.  
I am sorry I was a bad girl.*

She has been only nine months under instruction, and now (September 30) she has a vocabulary of more than four hundred words, and readily understands nearly every question or remark addressed to her. She has just received her first lesson in reading embossed print, and was so much interested in it that she was unwilling to leave it when the lesson was ended.

On the 15th of March Drs. W. H. Burnham and Henry H. Donaldson, of Clark University, visited Willie and made certain tests, with the following results: —

*Height*, 47 inches = 119.5 centimeters, — 1 centimeter for shoes, 118.5 centimeters.

*Length of head* (maximum), 170 millimeters.

*Width of head* (maximum), 141.5 millimeters.

Right eye apparently smaller than the left.

*Sight*. Tested with gelatine plates of spectrum colors illuminated by a candle, — no reaction.

*Hearing*. Jar was noticed when one stamped upon the floor. The teacher calls her by stamping. Tuning-fork on head, — some apparent reaction. Tested with telegraph snappers and whistle, — no reaction except when there was wind, or when her hair was touched.

Apparently not dizzy although she whirled about many times.

*Smell*. Tested with clove, — there was a reaction; lavender also produced reaction; camphor, a little reaction.

*Taste*. Apparently normal, as shown by her eating candy. Tested by her teacher with solutions, sweet, salt, sour and bitter, indicated that her sense of taste was normal.

*Dermal Sense*. Test by identification was very good. We could not test by compass points, — it was too difficult for her to respond. Temperature sense apparently normal. Points on the right hand were identified better than on the left, apparently.

*Weight*, 44½ pounds, without clothing.

Willie manifests so strong an inclination to *talk* that her teacher has already taught her to articulate a number of words, such as *mamma*, *man*, *mill*, *moo*, *arm*, *Tom*. Her voice is so natural that it is difficult to believe that she cannot hear. In some way she caught the idea that we talk into people's ears; so one day she put her mouth close to the ear of her teacher, and said *mamma!* She was delighted when she found that Miss Thayer heard what she said, and put her own ear close to her teacher's mouth, that she might speak into it. She asked if Tom could hear. Her teacher told her that neither she nor Tom could hear,—that when she was a little baby she was very sick, and that made her deaf and blind. Many questions followed. She asked about Edith and Helen, Dora, Katie, and several other children who had been her companions, and was told that Helen, Edith and Tom were blind and deaf like herself, and that Dora and Katie were blind, but they could hear. She was interested in what she was told, and probably understood it. Doubtless it is well that she has learned the fact so early, and will have ample time to become familiar with it before she is able to realize its significance.

When Willie entered the kindergarten she manifested no signs of affection for any one. She showed decided preferences, and had her favorites among the children, but kisses or caresses she neither gave nor received. Indeed, she repelled

them in a wild, rude way. But the influences which are aiding her mental development are also reaching her affectional nature. Only a month after her arrival we find in her teacher's journal, under date of January 22, the following:—

I really think Willie is growing more affectionate, too. Before going to bed tonight she threw her little arms about my neck and pressed her lips close to my cheek. She does not know how to kiss, as yet. This is all new to her.

Her growth in this direction keeps pace with her general advancement, and a few months later we find her trying to make little Tommy happy.

AUGUST 16. Tom just came in from a walk, rather cross. Willie saw he was not happy, so, of her own accord, she tried to comfort him. She gave him some of her playthings, which pleased him, and he held out his little hand for more. He soon laughed and was quite happy again.

She is fearless in her movements, and walks alone a great deal, seeming even to prefer to do so, on account of the freedom which it gives her. One day she started with her teacher to walk to the post-office to mail some letters, when it occurred to Miss Thayer to try her pupil, and see if she would do the errand alone; and, putting the letters and papers into the little girl's hand, she asked her to take them to the post-office and put them in the box. They were then about a quarter of a mile from the office. She showed her the grass on either side of the path, and Willie guided

herself by that, reached the post-office and was putting the letters inside the box, but there she hesitated,—she did not quite like to let them go out of her reach. Her teacher (who had followed at such a distance that Willie could not be aware of her presence, yet near enough to shield her in case of danger) now came forward, and by a kiss assured the little girl that she was right.

She is neat and orderly in her habits, and works industriously upon anything in which she is interested, leaving it reluctantly when the bell rings for recess. From the first she showed much skill in handiwork, and she has made good progress since.

She possesses great physical strength, and a will that is equally strong. At first, having no language with which to express her feelings, if she were urged to do something against her will, she resorted to primitive means of expression, and would strike and kick and even bite. On a few occasions, when in a passion, it has been very difficult to control her; but she had learned something of discipline in her own home. Her mother had wisely perceived the importance of making this unfortunate child amenable to authority, and little Willie had gained such a wholesome fear of punishment that her fits of naughtiness have been comparatively few and of short duration. This fear of punishment prepared the way for her instruction. Soon her affectionate nature was

stirred by the kindness and devoted attention of her teacher, and with increased knowledge she grows more gentle and lovable. She is a strong, healthy, intelligent and happy child, giving abundant evidence of ability in various directions, which will not be fettered even by the triple privation of sight, hearing and speech.

The mistaken idea has recently been spread abroad, that Willie is to be kept in ignorance of God and all that pertains to religion, in order to test the point whether the human soul has an innate consciousness of a supreme being, and will, of itself, develop a conception of God and of its relations to him. Even if such were the intention, it would not be possible to carry out such an experiment; nor is it attempted. The child already has a sufficient knowledge of language to supply the means of intercourse with those around her; she is encouraged to use it to the utmost, and to extend the circle of her acquaintance. But the mind of a child so peculiarly shut in, from infancy, can for a long time afford but the slightest and most incongruous material out of which to form ideas upon subjects which engage the best intellects. The object is, therefore, first to develop her mind, to teach her to think for herself, and to study the causes of things, but to refrain from inculcating any creed or form of doctrinal belief, until her intellectual training is sufficiently advanced to afford her some basis for personal



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conviction; in short, to allow her the time, opportunity and material with which to form her own belief, instead of thrusting upon her the ready-made doctrines of any sect or individual.

### TOMMY STRINGER:

" His prison is barren and bare,  
No sunshine glistens there, no song of bird  
Feasts as with us the wearied mind."

The condition of the fourth member of this group of blind and deaf children was the most pitiable of all, for, in addition to the loss of three senses, little Tommy was motherless, and only the open door of the kindergarten saved him from the almshouse.

Thomas Stringer was born in Greene county, Pennsylvania, July 3, 1886. Tommy is of Scotch descent on the father's side, and his mother was, by birth at least, American. Her health had been failing for more than a year — perhaps for several years — before the birth of this child, and she died of scrofula at the early age of twenty-nine. Two brothers and a sister also died of the same disease. Deafness seems not to have appeared in her family, but four cases of blindness among cousins are recorded.

Tommy's senses appear to have been perfect in infancy. At two years of age he had an attack of inflammation of the bowels, which resulted in

chronic diarrhoea. A medicine was administered, which suddenly checked this disease and produced vomiting, perspiration and the appearance of red and purple spots upon his body. On the 14th of October, 1889, he was taken ill with cerebro-spinal meningitis. Three days afterwards he had become deaf and blind, but he continued to talk freely and plainly during his illness.

His admittance to the Allegheny Hospital in Pittsburgh was secured to see if hearing or sight could be in any degree restored; but upon examination his case was pronounced quite hopeless, and, bereft and forsaken, he was about to be thrust into an almshouse, when the kindly feelings of some of the managers prevailed, and he was allowed to remain in the hospital while application was made for his admission to this institution. His situation was so forlorn and his need so urgent that the trustees granted the application, and a sympathetic public are generously contributing to pay the increased cost, which the education of such a child demands.

On the 8th of April Tommy was brought to the kindergarten by the nurse who had taken care of him at the hospital. He was then four years and nine months old, in good health, and physically well developed. Mentally, however, his sickness, its results and his subsequent environment had retarded his growth, and left him a pretty child, with baby face and manners. At every friendly

touch he would turn with arms outstretched to encircle the neck of any stranger. He showed no preferences among persons, and would go to one as readily as to another. He walked but little, and, if left to himself, would drop upon the floor and begin to creep. He manifested a happy disposition, his face was generally lighted by a gentle, placid smile, and in his whole appearance he was a remarkably sweet and winning child. He had no signs to express his wants except those of early infancy. He would cry lustily if deprived of something he wanted, and struggle vigorously to go in the direction he wished. In creeping he usually went backward,—probably because he had learned by experience that his feet suffered less than his head in encountering obstacles. His favorite plaything was a bunch of keys, and with this he would amuse himself for a long time.

His attendant in the hospital was a night nurse, and Tommy had become accustomed to sleep much during the day and to be wakeful at night. The first efforts at the kindergarten were directed toward reversing this habit, and it was not long before he slept at the usual hours of healthy childhood. A special teacher was provided for him, and the same methods have been employed as with the other children, but as yet he has not learned the name of any object. Day after day he passively allows his fingers to be put in position to spell the name of some object which is shown

to him, but he makes no attempt to form the letters for himself, and they are evidently meaningless to him. He has given up creeping, and now walks perfectly well; he examines objects with some skill, and there seems no lack of intelligence in the little fellow. As yet, however, it is only passive, and we all await with eager interest the awakening of the dormant mental powers.

#### ANNUAL RECEPTION.

"They received and gave welcome there."

*Tennyson.*

The ladies' visiting committee issued invitations for a reception at the kindergarten, on Monday, April 20, at 3 p.m., and early and recent friends of this department of the institution gladly improved the opportunity to witness the growth of a work which has excited so deep an interest in the community. The house was thrown open for inspection, and the little children were seated at low, horse-shoe tables in the school-rooms, engaged in kindergarten occupations. Many of the visitors became so deeply interested in watching them at their work that the sound of the bell which called the children to the hall was a disappointment to them.

While some were thus engaged in the school-rooms, others were attracted by the four deaf and blind children who were entertaining eager groups



in the parlors. In the first of these rooms was Helen Keller, conversing with Dr. Oliver Wendell Holmes, Dr. George E. Ellis, Mr. John S. Dwight and others, while an interested group of bystanders were eagerly listening to her articulate speech learned during the past year. Beside her was little Tommy Stringer, the latest arrival, in whom Helen is much interested. Knowing that his privations are like her own, she is anxious that generous people shall contribute the sum needful for his education. Helen is at her best in society, and her animated conversation charmed all those around her.

In the second parlor Dr. Phillips Brooks was engrossed in a conversation with Edith Thomas, whose rapid finger-speech required the translation of her teacher. Near her was Willie Elizabeth Robin, who came to the kindergarten only four months before, and who had already learned to talk a little in the manual alphabet. Edith had helped in teaching and taming the wild Texas child in the early days here; the two little girls became very fond of each other, and it was a pretty sight to see the sisterly devotion with which Edith regards her little friend, who is nearly six years younger than herself.

Then all assembled in the large hall at the top of the building, where the exercises were opened with two songs by the children,—“Froebel’s Birthday” and “The Raindrops.” This was fol-

lowed by the reading of Dr. Holmes's poem, "Spring Has Come," by Helen Keller, given mainly through the lips of her teacher, but the last two verses Helen herself gave in articulate speech. A duet, two recitations charmingly given, a clapping exercise, some finger-plays (which entertained the older people as well as the children) and two spring songs, made up the children's share in the entertainment. Dr. Brooks, speaking for Helen, told little Tommy's story, and made a simple and touching appeal for means to meet the expenses of his education; and when the children had sung the closing songs Dr. Eliot addressed the audience as follows:—

#### ADDRESS OF DR. SAMUEL ELIOT.

It seems almost profane to break in upon these songs and recitations of the children with anything called an address. I will make no address, however, but simply present an explanation of matters as they stand with the kindergarten, and this only because I cannot refuse the requests of the ladies' visiting committee and of the director.

The time has again come when the kindergarten is in want of money. To state this, and to ask that it may be supplied, are what I have to say. It is both easier and harder to take up this familiar strain than when we were seeking the means of laying our foundations. It is harder, because the generous response of this generous community to our former demands makes it almost painful to renew them. We have received so much, and in so spontaneous and even universal a way, that we are sensitive about asking for more. The older some of us are growing, the more we shrink from the attitude of beggars, especially when those of whom we beg are too liberal to require

us to take it. On the other hand, it is easier for us to seek additional subscriptions than it was to ask for those originally obtained. Then we had nothing to offer but a void, uncertain and even dark, sure as we believed to be filled, but as yet unfilled and all but undefined. Now the outlines are clear, the substance is sound, and we have a treasure-house into which the first fruits have already been gathered, and which we invite you to enlarge so that the later fruits may be garnered in even richer harvests.

The facts we have to meet are these. Thirty-two children are now here, and there is no room for more. Two are waiting at this moment to be admitted, but they cannot be. Seven more are recorded as desirous of admission next autumn, when one of our present number, and only one, will be ready for transfer to the school at South Boston. Even if no other little blind children present themselves by the autumn, there will be eight in all for whom we have to provide if we do our duty by them. Eight are not enough to fill a new building, but they are more than enough to justify its erection. Over and above the claims of these children are those of the children in the parent school, long crowded and overcrowded there. It is impossible to find new quarters for them where they are. But by removing some of them to Jamaica Plain a great relief will be secured at South Boston; and, if the girls of primary grade are selected, as is now proposed, for removal, they will be better off in association with the kindergarten. A new building, so planned as to embrace them, will thus prove of twofold advantage.

So, then, with a clear conscience as to the ends in view, we turn to you and to all the warm-hearted and open-handed people whom you represent, and ask once more for gifts of money, time and sympathy. We are in want of large offerings, and of small ones. We cannot build and furnish the house in contemplation without fifty or sixty thousand dollars, or an even greater sum. Then there should be provision for the

increased running expenses inevitable to a larger household. For this the ladies' visiting committee would gladly welcome a very much greater number in their auxiliary association, the annual membership fee of one dollar being devoted to the current expenses of the kindergarten.

I have spoken of the work to be done as warranting the present appeal. Let me allude at least to the work that has been done, to the faithfulness and success of our director and all associated with him in the kindergarten. They deserve whatever their trustees or visitors can say in recognition of their devotion, — their disinterested devotion to their charge. No boards of management can make a school. No endowments can make one. It is only the personal power of the immediate head or the teacher, only the strength and sweetness flowing from the character of those to whom children are entrusted as they are here, from day to day, and from hour to hour, that really constitute the school, or its value to its pupils.

And we should look higher still. When St. Teresa was on one of her many charitable missions in Spain, and seeking alms from the faithful, she exclaimed: "These ducats are nothing, and Teresa is nothing, but God, with Teresa and the ducats, is everything." The divine presence must have been in this kindergarten, or we should have no such past as we can thankfully look back on, and it must still be here if the much longer future is to be as bright as we all desire.

At the close of Dr. Eliot's address Mrs. Maud Howe Elliott announced that through the solicitation of the ladies' visiting committee, Richard Mansfield had kindly consented to give a performance of "Beau Brummell" for the benefit of the kindergarten on Wednesday afternoon, April 22. Some of the audience came forward to secure tickets; others lingered to converse with the

children; a number gathered around Helen, and placed in her hands sums of money to aid in educating little Tommy; while still others indicated their heartfelt interest in the growth of the kindergarten by their subscriptions for the new building.

#### CLOSING REMARKS.

"These promises are fair, the parties sure,  
And our induction full of prosperous hope."

In closing this report I take very great pleasure in stating that a brief review of what has been accomplished during the past twelve months furnishes us with abundant reasons for thanksgiving, and with inspiration for further exertions.

We enter now on a year of good promise. The kindergarten is blessed with a large number of noble benefactors, strengthened by the increase of its helpers and cherished by the community at large. The children are in good health and spirits, and the teachers and other officers as devoted to the little pupils and as enthusiastic in their work as ever.

Look where we may, the future seems full of hope and encouragement. The public interest in the enlargement and prosperity of the infant institution is steadily growing, and the results of its operations are highly appreciated and heartily commended. The friends of the little sightless children, who have taken upon themselves the task

of raising the requisite funds for the erection and equipment of a new building, not only meet everywhere with cordial sympathy, but receive a ready response to their appeals for pecuniary aid, and in all their efforts to call public attention to the wants of the school, they are most generously and disinterestedly assisted by every one of the leading newspapers of Boston and Massachusetts.

But, although the horizon is streaked with many signs of promise, and the outlook for the future seems to be unusually bright, we are yet far from reaching that point, where we can sing with the poet,—

“ Oh, wondrous moment, when success  
To ardent effort yields her bride,  
And joyous from the altar's side,  
They pass to perfect happiness.”

All which is respectfully submitted by

M. ANAGNOS.

## THE REPORT OF THE MATRON.

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To Mr. M. ANAGNOS, *Director.*

SIR: — I have the honor to submit the following report of the kindergarten for the year ending Sept. 30, 1891.

The past year has been one of prosperous activity and effort. There have been no serious interruptions and no removals; the prevailing health of the household has been comparatively good, while the routine of instruction, under the same general conduct as heretofore, has been diligently and earnestly prosecuted.

Each year the work finds broader scope in response to its rapidly growing needs and the pressure of new and exceptional claims too important to be disregarded or ignored. It is a matter of keen regret that we are still unable to receive all those for whom application has been made.

We make joyful record of the good gifts bestowed upon us, but it is impossible to express in words what these gifts accomplish as the days multiply their value in ever-widening results far-reaching as life itself.

It is the common incidents of our every-day life that best illustrate the progress of our work, and bear most interesting testimony to its efficiency. This fact was remarked by more than one of the large audience in Tremont Temple, who listened to the children as they sang the beautiful words of Bryant's poem, "The Planting of the Apple Tree;" then, modelling in clay the

fruit and leaf, the ladder and barrel, and the various accessories of harvesting, they told in familiar speech *how* the apple grew, — the whole exercise illustrating simple facts dearly familiar to them because their own hands had planted the apple seed months before, in the school-room, and they had watched it sprout and grow and put forth its first green leaves.

*The value of little things* cannot be too early impressed upon the mind of the child, and nothing is so helpful in training the powers of observation and in forming habits of accurate thinking, as the daily object lesson given in the kindergarten, fostering, as it does, honesty and truthfulness in thought and expression above any mere regimen of conduct or books.

Aside from the regular kindergarten occupations, the hour of reading aloud is always a happy one with these children. They are most attentive listeners, and call for their favorite stories over and over. "Heidi," "Little Lord Fauntleroy," "The Back of the North Wind," "Sparrow, the Tramp," are among their favorite stories, while "Five little Peppers and how they grew" is read four or five times each year, and with ever-new delight.

It has been said that the three years preceding the school age are, for certain educational purposes, the most valuable in a child's life. How important, then, that these years be utilized, and not left barren of any well-ordered intercourse or healthy development!

The value of the kindergarten was never more strikingly illustrated than in the case of one pupil who entered the school at the beginning of the year. He was a boy of foreign parentage, eight years old, and totally blind from birth. He had been found in his poor home, a few

months before, shut out by his blindness from the ordinary avenues of obtaining knowledge, denied even the associations of street life, where he might at least have acquired a few sentences of English, of which he was entirely ignorant. In walking he stooped and groped every step of his way ; if made to run, it was with bent knees, in terror of falling. His head drooped and his chin rested habitually on his chest, and his acquaintance with external life was as meagre as possible. His whole appearance was pitiable and unpromising. The kind friend who found him taught him to dress and care for himself, and also to speak a few words of English, before she brought him to the kindergarten. He showed his affectionate nature at the start, by his attachment to this gentle friend ; and his bitter grief at parting from her was pathetic, though soon forgotten in the delight of occupations that followed. It was like a flood of light illuminating a long, black night. All his life deprived of work and play, he welcomed both and enjoyed them equally. There was a conscious sense of privilege and opportunity apparent in his eager impatience to be employed. He was always ready, waiting at the school-room door, for the summons to his class ; and his work soon began to show the thought and interest he put into it. He made rapid improvement, showing intelligence at every step, gaining especially in language, for he was an attentive listener to stories and conversation, repeating the words and phrases he heard used, over and over, never disengaged at his mistakes or ignorance, either of pronunciation or definition. At the same time he was receiving much individual attention in physical exercise. To stand upright, to walk erect, to run and jump, — these were

difficult tasks to him, in which he was only partially successful after nine months' practice. I think his mental growth exceeded his physical improvement. His first message to his mother, after he had been two weeks at the kindergarten, was a repetition of the following: —

"Tell mamma Antonio good boy. Antonio like kindergarten."

Six months after his entrance he dictated the following letter to his brother, which shows not only his command of language, but the new tenor of his thoughts.

DEAR DANIEL:—I am very happy that you be good boy, and *shine* nice; and I want to know if you be good boy all the time and don't fight anybody. I don't want you to fight—*no* fight. Some Sunday when I go home you will take me to the bridge and walk. I want to know if you make lots of money, and take care of your mother, and give it to your mother so she will give things to you. Next Christmas I will make you a present. I could not make no more presents this time. I had to take twenty-two cents of my money to spend to make Mrs. Foster a present and my mother a present. If you are learning nights, tell me! Learn something and you read nicely when you are big man. When you are a *big, big* man you write letters and tell me things! Sunday you be a nice boy, good, and stay in the house and not go out all the time. How old are you now? I give you love and nice kiss. Good-bye, dear Daniel, from

ANTONIO.

At the close of the year he had made excellent progress in kindergarten work, was reading words and short sentences, and had begun the study of instrumental music,—a result he could never have achieved without steady application and perseverance. A few weeks before the end of the term he went away for a night, on a visit.

Although everything was done to entertain him, he was homesick, especially at bed-time. The next morning he was quiet during the ride to Jamaica Plain; but when the car stopped and he was told where he was, he cried out with every manifestation of joy: "Is this my dear, dear kindergarten?"

All kindergarten teaching is, in the main, characterized by its individuality. It was applied most successfully in teaching Edith Thomas, who for two and a half years was a pupil here. The one lamentable fact in her case was that she did not earlier have the opportunity which the kindergarten affords. During the past year two other pupils, like Edith Thomas deprived of three senses, have been received. The first, Willie Elizabeth Robin, six years old, entered Dec. 20, 1890. Special instruction was immediately begun, and has been attended with the most gratifying success. The second of these pupils, Thomas Stringer, began April 8, 1891.

At the Second Conference of Manual Training, held in Boston last April, there was an exhibition of work from various kindergartens in New England, to which this also contributed. The work of our children elicited general commendation and surprise; one feature receiving especial notice was the work of Willie Elizabeth Robin, deaf, dumb and blind, who at that time had had only two weeks' instruction in kindergarten work, but whose neat and dainty exhibit, arranged in orderly succession, and mounted, was, as far as represented, intelligent in every detail.

Sixty different articles made, in the school-room, into various fanciful and useful designs, including some clay work, were sent to Gardiner, Me., in June, to be sold

at a fair held by the daughters of Mrs. Laura E. Richards.

The children always love to celebrate Froebel's birthday, and previous to the last one—in April—they dictated the following letter, which they had begged to have written to Madame Froebel, who sent a very sweet and charming response.

JAMAICA PLAIN, April 21, 1891.

DEAR MADAME FROEBEL:—We are the little boys in the kindergarten for the blind. We thought we would like to write you a letter today, because it is the birthday of Frederick Froebel, and we have been singing a song about him. We love to sing about him, we are so grateful to him for working so hard to think out all the beautiful things in the kindergarten that we enjoy so much. We celebrated his birthday yesterday, and we played we went to Germany to see the place where he was born; and so we had to make a horse-car and an express wagon for the trunks, and a steamer to take them to Hamburg, where we called upon you; and then we made the station and the train of cars that was to take us to Froebel's home, and we made the house and bed and table. Antonio has a book with a story of his childhood, and we love to hear it. We are sorry he did not have a dear mother to make him happy.

Good-bye! We send a great deal of love, as much as this letter can carry, from the little children in the kindergarten.

Music continues to be an important part of the instruction given. Fourteen children have received piano lessons, and all attend the daily singing classes.

The whole number of pupils for the year was 35: girls, 18; boys, 17.

There were eight cases of a mild form of scarlet-fever, and one case of ophthalmia. These were sent to the City

Hospital, and we acknowledge our renewed obligations to Dr. Rowe and his assistants for the consideration and kindness always shown to this institution. Dr. Broughton made thirty-two professional visits.

The ladies of the visiting committee have assiduously aided and advanced the interests of the kindergarten. Their annual reception took place April 20, and there was a large attendance of distinguished friends on that occasion.

Respectfully submitted,

ISABEL GREELEY,

*Matron.*

LIST OF THE CHILDREN.

Almy, Lilian.	Aberg, George Herman.
Colyar, Amy H.	Amadon, Charles H.
Goggin, Mary.	Cunningham, James H. B.
Griffin, Martha.	Dodge, Wilbur F.
Heap, Myra.	Jacobson, Guy H.
Kennedy, Nellie A.	L'Abbé, Harry.
MacKenzie, Maggie.	Lawton, George.
Matthews, Clara.	Levin, Bernard.
Muldoon, Sophia J.	Manion, Lawrence.
Newton, Eldora B.	Martello, Antonio.
O'Neal, Katie.	Rochford, Francis J.
Puffer, Mildred E.	Searles, Aloysius.
Robin, Willie Elizabeth.	Simpson, Wm. Oren.
Saunders, Emma E.	Stringer, Thomas.
Simpson, Robertha G.	Vaughn, William M.
Thurley, Blanche M.	Walsh, Frederick V.
Wagner, Grace.	Younge, William Leon.
Wagner, M. Alice.	

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littératures*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I.—Acknowledgments for Concerts and Operas in the City.*

To the Händel and Haydn Society, through its president, Mr. A. Parker Browne, for sixty-seven tickets to each of three oratorio rehearsals.

To Mr. Charles T. Ellis, for sixty-eight tickets to the opera of Robin Hood, and for twenty-one tickets to a Kneisel quartet concert.

To Prof. Carl Baermann, for twenty-eight season tickets to six chamber concerts.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of seven concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of fourteen tickets to each of three concerts.

To the Boston Singers' Society, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of two concerts.

To Messrs. Miles and Thompson, music dealers, for twelve tickets to each of the two Molè chamber concerts.

To Mr. Julius Eichberg, for four tickets to a string quartet recital.

To Mr. F. H. Gibson, for four tickets to Madame Emélie Marius' song recital.

To Miss Gertrude Franklin, for fourteen tickets to each of two song recitals.

To Mr. Steinert, for thirty-six tickets to one Franz Rummel pianoforte recital.

To Mr. Henry F. Miller, for twenty-five tickets to each of two Andrès and Doerner Ensemble concerts.

To Miss Anna L. Phillips, for a pass to two of Mrs. H. H. A. Beach's pianoforte recitals.

To Mrs. G. G. Lowell, for ten tickets to the same.

To Mrs. H. H. A. Beach, for ten tickets to her Lavallée concert.

To Mr. Charles W. Holmes, for six tickets to one concert.

To Dr. C. S. Blake, for forty tickets to an orchestral concert.

To Dr. John Homans, for four tickets to the Boston Orchestral Club concert.

*II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.*

For a series of recitals, concerts and readings given from time to time in the music-hall of the institution, we are greatly indebted to the following artists :—

To Rev. Edward G. Porter, Dorchester, for one lecture.

To Miss Edith Abell, assisted by Miss Worthley, Miss Wolston and Mr. Dwight, vocalists, Miss Crombie, reader, and Mrs. Spofford, pianist, for one recital.

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Dr. Fenderson, reader, for one concert.

To Mr. George J. Parker, assisted by Miss Maud Nickerson, mandolin, Miss Annabelle Clark and Mr. L. W. Crooker, vocalists, for one concert.

To Mr. George J. Parker, assisted by Mr. George Want, Mr. Arthur Hitchcock, Mr. D. M. Babcock, vocalists, and Mr. Leno Keach, accompanist, for one concert.

To Miss Elizabeth Pierce, soprano, Miss Shaw, harpist, and Mr. Charles W. Holmes, violinist, for one concert.

To Mr. J. Andrews, organist, assisted by Miss Shirreff, vocalist, and Mr. Clarence Lovelace, violinist, for one concert.

To Miss Kate Bowers, assisted by her pupils, for one concert.

*III.—Acknowledgments for Books, Specimens, etc.*

For various books, specimens, etc., we are indebted to the following friends:—

To Miss M. Alice Tufts, Somerville; Mr. William Wade, Hulton, Penn.; Rev. Wm. Elliot Griffis, and the Society for Providing Evangelical Religious Literature for the Blind.

*IV.—Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	.	.	Boston, Mass.
The Atlantic,	.	.	" "
Boston Home Journal,	.	.	" "
Youth's Companion,	.	.	" "
Our Dumb Animals,	.	.	" "
The Christian,	.	.	" "
The Christian Register,	.	.	" "
The Musical Record,	.	.	" "
The Musical Herald,	.	.	" "

The Folio, . . . . .	<i>Boston, Mass.</i>
Littell's Living Age, . . . . .	" "
Unitarian Review, . . . . .	" "
Zion's Herald, . . . . .	" "
The Missionary Herald, . . . . .	" "
The Well-Spring, . . . . .	" "
The Salem Register, . . . . .	<i>Salem, Mass.</i>
The Century, . . . . .	<i>New York, N. Y.</i>
St. Nicholas, . . . . .	" "
The Journal of Speculative Philosophy, . . . . .	" "
The Manufacturer and Builder, . . . . .	" "
American Annals of the Deaf, . . . . .	<i>Washington, D. C.</i>
The Etude, . . . . .	<i>Philadelphia, Pa.</i>
Church's Musical Journal, . . . . .	<i>Cincinnati, O.</i>
The Messenger, . . . . .	<i>Ala. Academy for the Blind.</i>
Goodson Gazette, . . . . .	<i>Va. Inst. for Deaf-Mutes and Blind.</i>
Tablet, . . . . .	<i>West. Va. Inst.</i> " " "
Good Health, . . . . .	<i>Battle Creek, Mich.</i>
L'Amico dei Ciechi, . . . . .	<i>Florence, Italy.</i>
Valentin Haüy, a French monthly, . . . . .	<i>Paris, France.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
for the Year ending Sept. 30, 1891.

RECEIPTS.	EXPENDITURES.
Balance on hand Oct. 1, 1890,	\$60,416.35
Income from invested funds,	37,419.38
<i>General Account.</i>	
State of Massachusetts, .	\$30,000.00
" of Maine, .	3,300.00
" of New Hampshire, .	2,560.00
" of Vermont, .	2,625.00
" of Connecticut, .	3,900.00
" of Rhode Island, .	5,320.00
Received of State of Massachusetts for blind wards of the State, .	82.66
Rec'd of State of Massachusetts for Edith Thomas, .	200.00
Gift of M. C. Ferris, in memoriam, .	1,000.00
Legacy from John H. Dix, M.D., .	10,000.00
" " Mrs. Charlotte Billings Richardson, .	39,500.00
" " Joseph Scholfield, .	2,500.00
Donations, .	475.00
Amounts received of M. Anagnos, Director, .	4,753.02
Rec'd of M. Anagnos, Director, unexpended balance,	13.84
	<u>106,219.52</u>
<i>Printing Account.</i>	
Sale of books, .	\$790.48
Donation from Miss E. Howe to print "A Christmas Dinner," .	62.00

Donations.		825.00	
Rec'd of M. Anagnos, Director, unexpended balance,	90.63		
Kindergarten Account.		1,758.11	
Donations,			
Donations for new building.	\$5,561.82		
Income from Mary E. Gill fund.	31,629.51	\$37,181.33	
Received of J. T. Stoddard for board of son,		190.41	
" for damage from blasting at J. P.",		150.00	
" of State of Massachusetts for Edith Thomas,		3.00	
Gift from Mrs. M. C. Ferris, in memoriam,		100.00	
Legacy from Jos Scholfield through Mrs. J. T.		500.00	
Coolidge,		3,000.00	
Legacy from Miss Mary H. Watson of Milton,		100.00	
Received of State of Maine,		600.00	
" " of New Hampshire,		300.00	
" " of Connecticut,		825.00	
" " of Rhode Island,		900.00	
" rents at Jamaica Plain,		897.00	
Rec'd of M. Anagnos, Director, unexpended balance,	486.43	45,252.17	
INVESTMENTS:			
Collected mortgage,		\$30,000.00	
Collected mortgage, Cambridgeport,		8,000.00	
Sold \$1,000 C., B. & Q. R. R. bond,		1,047.64	
Sold Boston & Maine R. R. rights,		354.37	
		39,402.01	
			\$290,466.34

**GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, for the Year ending Sept. 30, 1891.**

RECEIPTS.		EXPENDITURES.	
I. <i>Incom.</i>			
" State of Massachusetts, appropriation,	\$30,000.00	Bills paid by the treasurer:	\$674.33
" " " to Edith Thomas, . . . . .	\$200.00	Interest, Suffolk Bank, . . . . .	250.00
" " " to Kindergarten, . . . . .	100.00	Clerk hire, . . . . .	30.00
" " " . . . . .	300.00	Rent or slate, . . . . .	
" of Maine, kindergarten, . . . . .	\$3,300.00	Paid by the director:	\$49,710.93
" " " . . . . .	600.00	For maintenance, . . . . .	12,393.65
" of New Hampshire, kindergarten, . . . . .	\$2,550.00	" new library building, . . . . .	
" " " . . . . .	300.00	" taxes, insurance and repairs on buildings let, . . . . .	
" of Vermont, . . . . .	2,850.00	" 16 Fifth street, . . . . .	\$22.20
" of Rhode Island, kindergarten, . . . . .	2,625.00	637 Fourth street, . . . . .	102.60
" " " . . . . .	\$5,320.00	541-543 Fourth street, . . . . .	211.00
" " " . . . . .	900.00	637-639 Fourth street, . . . . .	418.46
" of Connecticut, kindergarten, . . . . .	\$3,900.00	588-589 Fourth street, . . . . .	518.52
" " " . . . . .	85.00	99-101 H Street, . . . . .	211.90
States, towns and individuals, for clothing, etc., . . . . .	4,725.00	11 Oxford Street, . . . . .	148.54
" " " kindergarten, . . . . .	686.41	10 Hay ward Place, . . . . .	659.65
" " " . . . . .	163.90	256-252 Purchaser street, . . . . .	739.00
		208-217 Congress street, . . . . .	2,070.45
		172-178 Congress street, . . . . .	1,911.90
			7,314.18
From tuning, . . . . .	2,408.18	Harris beneficiaries, . . . . .	1,080.00
" boys' shop, . . . . .	7.00	" expenses of tuning department, . . . . .	944.77
" laundry small items, . . . . .	289.54	" expenses of work department, . . . . .	1,358.81
" admission to exhibitions, . . . . .	67.14	" interest on mortgage, . . . . .	168.75
" interest, mortgage notes, . . . . .	6,926.11	" rent of office, . . . . .	50.00
" Mary E. Gill fund, kindergarten, . . . . .	199.41	" bills to be refunded, . . . . .	608.37
" John N. Dix legacy, . . . . .	35.00	" board of blind men, . . . . .	578.70
" N. E. Trust Company, . . . . .	990.86	" unexpired balance of auditor's draft, . . . . .	13.84
Chicago, Burlington & Northern R. R., Kansas City, Clinton & Springfield	\$700.00		
			74,500.00
		Kinderergarten Account.	
		For maintenance, . . . . .	\$9,781.03
		" levelling and grading, . . . . .	3,200.00
		" nursery building, . . . . .	970.98
		" expense of houses let, . . . . .	118.67
		" bills to be refunded, . . . . .	



**GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS, ETC., -- Concluded.**

<i>Amount brought forward,</i>	<i>Amount brought forward,</i>
	<b>\$96,390.05</b>
<i>A. Kindergarten Account. Concluded.</i>	
Donations, contributions for current expenses, " for new building,	716.15 31,628.61 <hr/> 57,301.51
<i>Printing Account.</i>	
Donations, Mrs. Manning, to print "Little Women," " Miss Eliza Love, to print "The Birds" " Christmas Dinner,	\$925.00 62.00 <hr/> 977.00
<i>General Account.</i>	
Legation, John N. Dickey, 1. " Joseph Scholfield, 1. " Charlotte H. Richardson, 1.	\$10,000.00 2,600.00 20,600.00 <hr/> 32,600.00
<i>Kindergarten Account.</i>	
Legation, Mary H. Watson, 1. " Joseph Scholfield, 1.	\$100.00 3,000.00 <hr/> 3,100.00
<i>Balance of Receipts and Collections.</i>	
Paid Boston & Maine rights, Burlington & Quincy R. R. hospital, Collected mortgages,	\$364.37 1,047.64 38,000.00 <hr/> 39,492.01
Cash balance Oct. 1, 1900, Final printed balance Apr. 1, 1901,	\$69,416.36 600.90 <hr/> 61,016.26
	<b>\$280,400.64</b>

**ANALYSIS OF MAINTENANCE ACCOUNT.**

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<b>Meat, 30,213 pounds, . . . . .</b>	<b>\$2,898 32</b>
<b>Fish, 3,945 pounds, . . . . .</b>	<b>238 22</b>
<b>Butter, 6,197 pounds, . . . . .</b>	<b>1,603 13</b>
<b>Rice, sago, etc., . . . . .</b>	<b>43 08</b>
<b>Bread, flour and meal, . . . . .</b>	<b>1,270 05</b>
<b>Potatoes and other vegetables, . . . . .</b>	<b>987 65</b>
<b>Fruit, . . . . .</b>	<b>540 85</b>
<b>Milk, 30,980 quarts, . . . . .</b>	<b>1,633 28</b>
<b>Sugar, 9,554 pounds, . . . . .</b>	<b>521 06</b>
<b>Tea and coffee, 670 pounds, . . . . .</b>	<b>233 30</b>
<b>Groceries, . . . . .</b>	<b>994 88</b>
<b>Gas and oil, . . . . .</b>	<b>426 71</b>
<b>Coal and wood, . . . . .</b>	<b>2,617 44</b>
<b>Sundry articles of consumption, . . . . .</b>	<b>267 80</b>
<b>Wages and domestic service, . . . . .</b>	<b>4,818 91</b>
<b>Salaries, superintendence and instruction, . . . . .</b>	<b>22,292 00</b>
<b>Outside aid, . . . . .</b>	<b>426 80</b>
<b>Medicine and medical aid, . . . . .</b>	<b>56 57</b>
<b>Furniture and bedding, . . . . .</b>	<b>1,236 92</b>
<b>Clothing and mending, . . . . .</b>	<b>12 11</b>
<b>Stable, hay, oats, etc., . . . . .</b>	<b>232 67</b>
<b>Musical instruments, . . . . .</b>	<b>1,347 17</b>
<b>Boys' shop, . . . . .</b>	<b>20 58</b>
<b>Books, stationery, school apparatus, etc., . . . . .</b>	<b>1,769 81</b>
<b>Construction and repairs, . . . . .</b>	<b>2,601 80</b>
<b>Taxes and insurance, . . . . .</b>	<b>440 00</b>
<b>Travelling expenses, . . . . .</b>	<b>73 07</b>
<b>Sundries, . . . . .</b>	<b>106 80</b>
	<b>\$49,710 98</b>

KINDERGARTEN FUND STATEMENT, Oct. 1, 1891.

<i>Receipts.</i>	<i>Expenditure.</i>
Board and tuition, State of Maine,	\$9,781.93
" " " New Hampshire,	3,200.00
" " " Rhode Island,	970.98
" " " Connecticut,	79.55
State of Massachusetts for Edith Thomas,	118.67
J. T. Scudder, account of son,	66,000.00
Owen Newn, for damage,	6,022.71
Interest, Mary E. Gill fund,	
Renta,	
Donations, Mrs. M. C. Ferris, in memoriam,	
endowment fund,	
" annual subscriptions, through Ladies'	
Auxiliary Society,	
contributions for current expenses,	
" for new building,	
Legacies, Mary H. Watson,	\$37,001.33
Legacies, Joseph Scholfield,	
Income from investments,	
Cash on hand Oct. 1, 1890,	
	<b>\$85,772.94</b>

PRINTING FUND STATEMENT, OCT. 1, 1891.

## WORK DEPARTMENT, OCT. 1, 1891.

STATEMENT.

Amount due Perkins Institution from first date,	. .	\$45,043 63
Excess of expenditure over receipts,	. . .	72 40
		<hr/>
		\$45,116 03
		<hr/>
Salaries and wages paid blind people, .	\$4,086 80	
Salaries and wages paid seeing people,	3,889 45	
Amount paid for rent, stock and sundries,	9,824 29	
		<hr/> \$17,800 54
Cash received during the year, . . . .	17,728 14	
		<hr/> \$72 40
Stock on hand Oct. 1, 1891, .	\$3,071 81	
Receivable bills Oct. 1, 1891, .	3,202 18	
		<hr/> \$6,273 99
Stock on hand Oct. 1, 1890, .	\$6,327 67	
Less error in taking stock, .	424 23	
		<hr/> 5,903 44
Stock actually on hand Oct. 1, 1890, .	370 55	
		<hr/> \$298 15

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1891: —

<i>Real Estate yielding Income.</i>		
Building 8 and 10 Hayward place,	48,500	00
Building 250 and 252 Purchase street,	44,000	00
Building 172-178 Congress street,	77,000	00
Building 205-207 Congress street,	59,000	00
House 11 Oxford street,	8,000	00
Houses 412, 414, 416 Fifth street,	9,900	00
House 537 Fourth street,	4,800	00
Houses 541 and 543 Fourth street,	9,600	00
Houses 557 and 559 Fourth street,	15,500	00
Houses 583, 585, 587, 589 Fourth street,	21,200	00
House 99 and 101 H street,	3,300	00
		\$300,800 00

<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston,	259,670	00
Real estate used for school purposes, Jamaica Plain,	79,090	00
Unimproved land, South Boston,	9,975	00

<i>Mortgage Notes.</i>		
Note on demand,	133,500	00
	30,000	00

<i>Railroad Stock.</i>		
Boston & Providence R. R., 30 shares, value,	\$5,790	00
Fitchburg R. R., preferred, 70 shares, value,	6,222	20
Chicago, Burlington & Quincy R. R., 100 shares, value,	13,708	04
Boston & Maine R. R., 31 shares, value,	3,938	96
Boston & Albany R. R., 148 shares, value,	29,933	00
		59,592.20

<i>Railroad Bonds.</i>		
Eastern R. R., one 6% bond, value,	\$1,270	00
Boston & Lowell R. R., one 5% bond, value,	1,000	00
Chicago, Burlington & Quincy R. R., 27 4s, value,	26,190	00
Chicago, Burlington & Northern R. R., 14 5s, value,	14,416	88
Kansas City, St. Joseph & Council Bluffs R. R., 5 7s, value,	6,375	00
St. Paul, Minnesota & Manitoba R. R., 10 4s, value,	8,800	00
<i>Amounts carried forward,</i>	\$58,051	88
		\$872,627 20

<i>Amounts brought forward.</i>			
Kansas City, Clinton & Springfield R. R., 3 5s, value,	\$58,051 88	\$872,627 20	
Atchison, Topeka & Santa Fé R. R., 18 4s, value,	3,051 25		
Atchison, Topeka & Santa Fé R. R., income bonds, 5,500 5s,	11,470 50		
	3,850 00		
		76,423 63	
Cash,		6,016 87	
Household furniture, South Boston,	\$15,000 00		
Household furniture, Jamaica Plain,	4,500 00		
		19,500 00	
Provisions and supplies, South Boston,	\$627 64		
Provisions and supplies, Jamaica Plain,	100 00		
		727 64	
Coal, South Boston,	\$2,587 00		
Coal, Jamaica Plain,	500 00		
		3,087 00	
<i>Work Department.</i>			
Stock and bills receivable,		6,273 99	
<i>Musical Department.</i>			
One large organ,	\$4,000 00		
Four small organs,	200 00		
Forty-nine pianos,	10,000 00		
Brass instruments,	450 00		
Violins,	85 00		
Musical library,	600 00		
		15,285 00	
<i>Printing Department.</i>			
Stock and machinery,	\$3,676 00		
Books,	14,977 00		
Electrotypes plates,	10,738 00		
		29,391 00	
School furniture and apparatus,		6,500 00	
Library of books in common print,	\$3,183 00		
Library of books in embossed print,	13,056 00		
		16,239 00	
Boys' shop,	463 00		
Stable and tools,	715 18		
			\$1,053,249 01

The foregoing property represents the following funds and balances, and is answerable for the same: —

<i>Institution Funds.</i>		
General fund of the institution,	.	\$144,381 73
Harris fund,	.	80,000 00
Richard Perkins fund,	.	20,000 00
Charlotte B. Richardson legacy,	.	39,500 00
John N. Dix legacy,	.	10,000 00
Joseph Scholfield legacy,	.	2,500 00
		<hr/>
Cash in treasury,	.	\$296,381 73 393 66
<i>Printing Fund.</i>		
Capital,	.	\$107,500 00
Surplus for building purposes,	.	30,434 10
		<hr/>
		137,934 10
<i>Kindergarten Funds.</i>		
Helen C. Bradlee fund,	.	\$40,000 00
Sidney Bartlett legacy,	.	10,000 00
George Edward Downs legacy,	.	3,000 00
Mary Williams legacy,	.	5,000 00
E. T. Loring legacy,	.	5,000 00
Ellen M. Gifford legacy,	.	5,000 00
Mrs. Geo. W. Wales fund,	.	10,000 00
Joseph Scholfield legacy,	.	3,000 00
Funds from other donations,	.	85,000 00
		<hr/>
		166,000 00
Cash in treasury,	.	5,622 71
Buildings, unimproved real estate and personal property in use of the institution at South Boston,	.	362,726 81
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,	.	84,190 00
		<hr/>
		\$1,053,249 01
<hr/>		
Total amount of property belonging to the kindergarten,	.	\$255,812 71
Total amount of property belonging to the institution proper,	.	797,436 30
		<hr/>
		\$1,053,249 01
<hr/>		

## FINANCIAL STATEMENT OF THE KINDERGARTEN.

FOR THE YEAR ENDING SEPT. 30, 1891.

## RECEIPTS.

## Donations —

Mrs. M. C. Ferris, in memoriam, . . . . .	\$500 00
Other donations, . . . . .	2,764 40
<b>Miss Mary E. Gill fund,* . . . . .</b>	<b>199 41</b>

## Legacies —

<b>Mary H. Watson, . . . . .</b>	<b>\$100 00</b>
<b>Joseph Scholfield, . . . . .</b>	<b>8,000 00</b>
	—————
	3,100 00
<b>Endowment fund, . . . . .</b>	<b>————— \$6,563 81</b>

## Annual subscriptions through Ladies'

<b>Auxiliary Aid Society, . . . . .</b>	<b>\$2,082 29</b>
<b>Contributions, . . . . .</b>	<b>715 18</b>
<b>For current expenses, . . . . .</b>	<b>————— \$2,797 42</b>
<b>Donations for new building, . . . . .</b>	<b>31,629 51</b>
<b>Board and tuition, . . . . .</b>	<b>2,878 00</b>
<b>Rents, . . . . .</b>	<b>897 00</b>
<b>Income from investments, . . . . .</b>	<b>6,876 44</b>
<b>Cash on hand Oct. 1, 1890, . . . . .</b>	<b>————— 84,190 76</b>
	—————
	<b>\$85,773 94</b>

## EXPENSES.

<b>Maintenance, . . . . .</b>	<b>\$9,781 08</b>
<b>Levelling and grading, . . . . .</b>	<b>3,200 00</b>
<b>Nursery building, . . . . .</b>	<b>970 98</b>
<b>Expenses on houses let, . . . . .</b>	<b>79 55</b>
<b>Bills to be refunded, . . . . .</b>	<b>118 67</b>
<b>Invested, . . . . .</b>	<b>66,000 00</b>
	—————
<b>Balance Oct. 1, 1891, . . . . .</b>	<b>80,150 28</b>
	—————
<b>Balance Oct. 1, 1891, . . . . .</b>	<b>\$5,622 71</b>

\* Consisting of \$6,000 in bonds given to the New England Trust Company, in trust, the interest to be paid to the kindergarten.

**PROPERTY BELONGING TO THE KINDERGARTEN.**

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<b>Helen C. Bradlee fund,</b>	. . . . .	<b>\$40,000 00</b>
<b>Mrs. George W. Wales fund,</b>	. . . . .	<b>10,000 00</b>
<b>Legacies —</b>		
<b>Sidney Bartlett,</b>	. . . . .	<b>10,000 00</b>
<b>George Edward Downs,</b>	. . . . .	<b>3,000 00</b>
<b>Mary Williams,</b>	. . . . .	<b>5,000 00</b>
<b>E. T. Loring,</b>	. . . . .	<b>5,000 00</b>
<b>Ellen M. Gifford,</b>	. . . . .	<b>5,000 00</b>
<b>Joseph Scholfield,</b>	. . . . .	<b>3,000 00</b>
<b>Funds from other donations,</b>	. . . . .	<b>85,000 00</b>
		<b>\$166,000 00</b>
<b>Cash in treasury,</b>	. . . . .	<b>5,622 71</b>
<b>Land, buildings and personal property at Jamaica Plain,</b>		<b>84,190 00</b>
<b>Total amount of property belonging to the kinder-</b>		
<b>garten,</b>	. . . . .	<b>\$255,812 71</b>

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**KINDERGARTEN ENDOWMENT FUND.**

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**LIST OF CONTRIBUTORS**

From Sept. 30, 1890, to Oct. 1, 1891.

A friend,	.	.	.	.	.	.	.	.	.	.	.	\$1,000	00
A friend,	.	.	.	.	.	.	.	.	.	.	.	25	00
A friend to the little blind children, additional,	.	.	.	.	.	.	.	.	.	.	.	100	00
A friend, through Mr. Hastings,	.	.	.	.	.	.	.	.	.	.	.	10	00
B., P. S.,	.	.	.	.	.	.	.	.	.	.	.	1	00
Balfour, Miss Mary Devens, fourth contribution,	.	.	.	.	.	.	.	.	.	.	.	10	00
Baylies, Mrs. W. C.,	.	.	.	.	.	.	.	.	.	.	.	10	00
Brooks, Mrs. Francis, eighth contribution from sale of "Heidi,"	.	.	.	.	.	.	.	.	.	.	.	65	00
Birthday money from the infant class in Pilgrim Congregational Church, Worcester,	.	.	.	.	.	.	.	.	.	.	.	3	00
Cabot, Miss Mary E.,	.	.	.	.	.	.	.	.	.	.	.	5	00
Cary Avenue Church, Chelsea,	.	.	.	.	.	.	.	.	.	.	.	1	00
Cash,	.	.	.	.	.	.	.	.	.	.	.	10	00
Central Congregational Church, Bangor, Me.,	.	.	.	.	.	.	.	.	.	.	.	5	00
Chickering, Mrs. S. M., Joy Mills, Pa., third con- tribution,	.	.	.	.	.	.	.	.	.	.	.	40	00
Children of Miss Sampson's private school, Charles- town, ninth contribution,	.	.	.	.	.	.	.	.	.	.	.	6	00
Children of Miss Sampson's private school, Charles- town, tenth contribution,	.	.	.	.	.	.	.	.	.	.	.	6	00
D., C. M.,	.	.	.	.	.	.	.	.	.	.	.	10	00
<i>Amount carried forward,</i>	.	.	.	.	.	.	.	.	.	.	.	\$1,307	00

<i>Amount brought forward,</i>	. . . . .	\$1,307 00
Doliber, Thomas, . . . . .		25 00
Easter offering, Trinity Church, . . . . .		30 00
Endicott, Miss Mary E., Beverly, second contribu- tion, . . . . .		25 00
Fairbanks, Miss C. L., second contribution, . . . . .		10 00
Ferris, Mrs. Mary E., Brookline, in memoriam, . . . . .		500 00
Field, Mrs. N. M., Monson, fifth contribution, . . . . .		100 00
Fiske, Miss E. S., . . . . .		10 00
From "one who loves the little ones," . . . . .		250 00
Girls of the sixth class of Bowdoin school, "valen- tine money," through Miss S. F. Perry, . . . . .		7 00
Gore School Kindergarten, Cambridgeport, through Mrs. S. E. Berthold, . . . . .		1 20
Guild, Mrs. S. E., fifth contribution, . . . . .		25 00
Hapgood, Mrs., Jenkintown, Penn., . . . . .		5 00
Hapgood, Miss Emma F., Jenkintown Penn., . . . . .		5 00
H. H., . . . . .		2 00
Howe, Henry Marion, . . . . .		25 00
Hubbard, Mrs. C. W., . . . . .		20 00
Infant class in Mt. Vernon Church, Miss H. M. Woods, . . . . .		5 00
Jenks, Miss C. E., seventh contribution, . . . . .		5 00
Kilham, Miss Elizabeth, and Miss Jerome, Worces- ter, second contribution, . . . . .		2 50
Kindergarten at Florence, fifth contribution, . . . . .		5 00
Kindergarten at Phenix, R. I., through Miss E. B. McAllister, fourth contribution, . . . . .		5 00
King, Mrs. Annie E., . . . . .		5 00
King's Daughters at Cambridgeport, . . . . .		30 00
Lowe, Mr. and Mrs. Albert, Clinton, fourth con- tribution, . . . . .		10 00
Lowe, Miss Alice M., Clinton, third contribution, . . . . .		5 00
<i>Amount carried forward,</i>	. . . . .	<hr/> \$2,419 70

<i>Amount brought forward,</i>	. . . . .	\$2,419 70
Lowell, Miss Georgina, second contribution,	. . . . .	5 00
Morse, Mrs. Leopold, second contribution,	. . . . .	25 00
Motley, Edward, third contribution,	. . . . .	10 00
Newcomb, C. Hurlburt,	. . . . .	10 00
Nichols, J. Howard,	. . . . .	25 00
Ober, Louis P., second contribution,	. . . . .	10 00
Osgood, John Felt, second contribution,	. . . . .	50 00
Pearson, Miss A. W., second contribution,	. . . . .	25 00
Pickering, Mrs. E., third contribution,	. . . . .	5 00
Rice, Mrs. Edward E.,	. . . . .	10 00
Richardson, Spencer W.,	. . . . .	10 00
Richardson, Mrs. T. O., fourth contribution,	. . . . .	100 00
Rogers, Mrs. J. S.,	. . . . .	5 00
Rust, Mrs. Dr. William A.,	. . . . .	10 00
Sabine, Miss Mary Catherine, fourth contribution,	. . . . .	2 50
Sale of articles made for fair in aid of the Kindergarten,	. . . . .	11 20
Sears, K. W.,	. . . . .	25 00
Seven children from Hull, Flora E., Marion, and Leslie Caverly, Elizabeth Loring, Ruth C. Wilkins, Carrie C. and Gladys Kelly,	. . . . .	25 00
Stearns, Charles H., second contribution,	. . . . .	25 00
Sunday-school class in the Union Congregational Church at Braintree and Weymouth, Christmas offering,	. . . . .	1 00
Sunday-school of the Unitarian Church, Dedham, fourth contribution,	. . . . .	25 00
Sunday-school of the Unitarian Church, Littleton, fifth contribution,	. . . . .	10 00
Tapley, Mrs. Amos P.,	. . . . .	25 00
Thorndike, Mrs. J. H., ninth contribution,	. . . . .	100 00
Turner, Miss Alice M., second contribution,	. . . . .	100 00
<i>Amount carried forward,</i>	. . . . .	\$3,069 40

<i>Amount brought forward,</i>	.	.	.	.	.	\$3,069 40
Vose, Miss C. C., Milton,	.	.	.	.	.	10 00
W., E.,	.	.	.	.	.	10 00
W., L. H.,	.	.	.	.	.	50 00
Wales, Joseph H.,	.	.	.	.	.	25 00
White, C. J., fourth contribution,	.	.	.	.	.	25 00
Whitney, Miss Anne,	.	.	.	.	.	25 00
Whitney, Miss Sarah W., second contribution,	.	.	.	.	.	25 00
Women's Parish Association of the Unitarian Society of Concord,	.	.	.	.	.	25 00
						<hr/> <b>\$3,264 40</b>

## CONTRIBUTIONS FOR CURRENT EXPENSES.

<i>Annual subscriptions through the Ladies' Auxiliary</i>	
Aid Society, Mrs. John L. Gardner, treasurer,	. \$1,772 50
<i>From the same society, through Mrs. Agassiz, Cambridge, for 1890,</i>	
Baker, Mrs. Richard, annual,	. . . . . 309 79
Brown, Miss H. Louisa, annual,	. . . . . 5 00
Charles, Mrs. Mary C., annual,	. . . . . 25 00
Coolidge, Mrs. J. T. Jr., annual,	. . . . . 10 00
D., L. W., and M. M. D., annual,	. . . . . 50 00
Field, Mrs. E. E. V., Milton, annual,	. . . . . 15 00
<i>First Unitarian Congregational Society, New Bedford, annual,</i>	
Goodman, Richard, annual,	. . . . . 10 00
Hammond, Mrs. George W., annual,	. . . . . 10 00
Iasigi, Miss Mary V., annual,	. . . . . 15 00
Jackson, Mrs. J. B. S., annual,	. . . . . 25 00
<i>Kindergarten at Cambridgeport, Mrs. C. C. Voorhees', fifth contribution,</i>	
Lowell, Mrs. G. G., annual,	. . . . . 50 00
Lowell, Miss Lucy, annual,	. . . . . 10 00
Meyer, Mrs. George von L., annual,	. . . . . 50 00
Montgomery, William, annual,	. . . . . 15 00
Newell, Mrs. A. H., annual,	. . . . . 25 00
Sunday-school of the First Church, Boston, annual,	100 13
Thorndike, Mrs. J. H., annual,	. . . . . 10 00
Wales, George W., annual,	. . . . . 100 00
Wales, Miss M. A., annual,	. . . . . 25 00
Whitehead, Miss Mary, annual,	. . . . . 10 00
Whitwell, S. Horatio, annual,	. . . . . 25 00
Whitwell, Miss S. L., annual,	. . . . . 25 00
	<hr/>
	\$2,797 42

<i>Amount brought forward,</i>	.	.	.	.	.	\$3,069 40
Vose, Miss C. C., Milton,	.	.	.	.	.	10 00
W., E.,	.	.	.	.	.	10 00
W., L. H.,	.	.	.	.	.	50 00
Wales, Joseph H.,	.	.	.	.	.	25 00
White, C. J., fourth contribution,	.	.	.	.	.	25 00
Whitney, Miss Anne,	.	.	.	.	.	25 00
Whitney, Miss Sarah W., second contribution,	.	.	.	.	.	25 00
Women's Parish Association of the Unitarian Society of Concord,	.	.	.	.	.	25 00
						<hr/>
						\$3,264 40

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D., L. W., and M. M. D., annual, . . . . . 50 00

Field, Mrs. E. E. V., Milton, annual, . . . . . 15 00

First Unitarian Congregational Society, New Bed-

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Goodman, Richard, annual, . . . . . 10 00

Hammond, Mrs. George W., annual, . . . . . 10 00

Iasigi, Miss Mary V., annual, . . . . . 15 00

Jackson, Mrs. J. B. S., annual, . . . . . 25 00

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hees', fifth contribution, . . . . . 5 00

Lowell, Mrs. G. G., annual, . . . . . 50 00

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Montgomery, William, annual, . . . . . 15 00

Newell, Mrs. A. H., annual, . . . . . 25 00

Sunday-school of the First Church, Boston, annual, 100 13

Thorndike, Mrs. J. H., annual, . . . . . 10 00

Wales, George W., annual, . . . . . 100 00

Wales, Miss M. A., annual, . . . . . 25 00

Whitehead, Miss Mary, annual, . . . . . 10 00

Whitwell, S. Horatio, annual, . . . . . 25 00

Whitwell, Miss S. L., annual, . . . . . 25 00

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\$2,797 42

## FOR THE NEW BUILDING.

A friend,	.	.	.	.	.	\$2,000 00
A friend, Jamaica Plain,	.	.	.	.	.	2 00
A friend, through Mrs. William Appleton,	.	.	.	.	.	600 00
A friend to the little blind children, additional,	.	.	.	.	.	50 00
Ames, Fred. L.,	.	.	.	.	.	2,000 00
Amory, C. W., fifth contribution,	.	.	.	.	.	100 00
Andrew, Mrs. John F.,	.	.	.	.	.	1,000 00
Appleton, Mrs. William, eighth contribution,	.	.	.	.	.	1,000 00
Bartlett, Miss Elvira,	.	.	.	.	.	500 00
Beebe, Mrs. J. Arthur, second contribution,	.	.	.	.	.	100 00
Bradlee, Miss Helen C., fifth contribution,	.	.	.	.	.	10,000 00
C., cash,	.	.	.	.	.	50 00
Center, Joseph H., sixth contribution,	.	.	.	.	.	100 00
Children of Miss A. L. Partridge's Kindergarten,						
Augusta, Me.,	.	.	.	.	.	40 00
Cordeiro, Mrs. M. C. B.,	.	.	.	.	.	5 00
Crafts, Mrs. James M.,	.	.	.	.	.	25 00
C., S. W.,	.	.	.	.	.	25 00
Curtis, Miss I. P.,	.	.	.	.	.	5 00
Egbert, Willie, Marblehead,	.	.	.	.	.	2 93
Eliot, Dr. Samuel, fifth contribution,	.	.	.	.	.	100 00
Evans, Mrs. Glendower,	.	.	.	.	.	25 00
Fair by the Richards children, Gardiner, Maine,						
third contribution,	.	.	.	.	.	158 12
Fair by the Richards children, Gardiner, Maine,						
fourth contribution,	.	.	.	.	.	280 74
Fiske, Miss Esther L.,	.	.	.	.	.	50 00
Forbes, J. M.,	.	.	.	.	.	100 00
Friend, A. B. M.,	.	.	.	.	.	1,000 00
Friend, S. M. F.,	.	.	.	.	.	1,000 00
From "one who loves the little ones,"	.	.	.	.	.	50 00
Frothingham, Rev. O. B., fourth contribution,	.	.	.	.	.	50 00
German Club, Brookline,	.	.	.	.	.	6 23
<i>Amount carried forward,</i>	.	.	.	.	.	<hr/> \$20,425 02

<i>Amount brought forward,</i>	. . . . .	\$20,425 02
Gilbert, C. C.,	. . . . .	100 00
Glover, Joseph B., Albert, and the Misses Glover,	. . . . .	600 00
H.,	. . . . .	25 00
In memory of Miss Minnie Turner, Randolph,	. . . . .	200 00
K.,	. . . . .	5 00
K., H. W.,	. . . . .	50 00
Kindergarten, Miss E. L. Alter's, 35 Rutland Square,	. . . . .	2 50
Kindergarten, Miss Caroline E. Carr's, Walpole Street, two contributions,	. . . . .	11 69
Kindergarten children, Marblehead,	. . . . .	6 00
L., A. E.,	. . . . .	1 00
Ladies of Lynn, through Mrs. W. Haven,	. . . . .	54 00
Learned, Miss Mollie, New London, Conn.,	. . . . .	5 00
Lend a Hand Society, Lancaster,	. . . . .	15 00
Mason, Mrs. A. G.,	. . . . .	5 00
Mason, Miss Ellen F., third contribution,	. . . . .	1,000 00
Matthews, Misses Annie B. and Alice, \$5 each, second contribution,	. . . . .	10 00
May, Miss Louise C.,	. . . . .	1 00
Meehan, Mrs. M., Jamaica Plain,	. . . . .	10 00
Morgan, Eustis C., Saco, Maine, second contri- bution,	. . . . .	50 00
Morse, Mrs. Leopold,	. . . . .	75 00
Newell, Mrs. M. Abbie, third and fourth contribu- tions,	. . . . .	125 00
Nickerson, Andrew,	. . . . .	25 00
Norcross, Miss Laura, sixth contribution,	. . . . .	100 00
Parkman, George F., second contribution,	. . . . .	500 00
Peters, Edward D., fourth contribution,	. . . . .	30 00
Phillips, Mrs. John C.; fourth contribution,	. . . . .	100 00
P., K.,	. . . . .	500 00
<i>Amount carried forward,</i>	. . . . .	\$24,031 21

<i>Amount brought forward,</i>	. . . . .	\$24,031 21
Pollard, Mrs. Laura A.,	. . . . .	10 00
Primrose Club of Dorchester, second contribution,	. . . . .	5 00
Proceeds of entertainments February 23, by pupils of Perkins Institution,	. . . . .	105 25
Proceeds of performance at Globe Theatre given by Richard Mansfield,	. . . . .	552 98
Pupils of Miss Harding's school, Jamaica Plain, birthday offering,	. . . . .	2 36
Rice, Mrs. H. A.,	. . . . .	100 00
Rotch, Mrs. B. S., seventh contribution,	. . . . .	1,000 00
Rotch, Miss Edith, fifth contribution,	. . . . .	1,000 00
Saltonstall, Mrs. Leverett, second contribution,	. . . . .	100 00
Sears, Mrs. F. R., Jr.,	. . . . .	25 00
Shattuck, Mrs. G. C., second contribution,	. . . . .	20 00
Shepard Memorial Sunday-school, Cambridge,	. . . . .	17 71
Slocum, Mrs. W. H.,	. . . . .	50 00
Sohier, Miss E. D.,	. . . . .	25 00
Strong, Miss Jennie,	. . . . .	1 00
Swan, Robert, second contribution,	. . . . .	15 00
Swinerton, Miss Lenna D.,	. . . . .	3 00
Thayer, Miss A. G.,	. . . . .	2,000 00
Thayer, Mrs. N., third contribution,	. . . . .	1,000 00
Through Mrs. John L. Gardner,	. . . . .	250 00
Tilton, Mrs. W. S., Newtonville, second contribu- tion,	. . . . .	50 00
Ward, Miss E. M.,	. . . . .	5 00
Warren, Mrs. William Wilkins, third contribution,	. . . . .	1,000 00
Webster, Mrs. John G., second contribution,	. . . . .	25 00
Whiting, Mrs. S. B.,	. . . . .	10 00
Wigglesworth, Dr. Edward,	. . . . .	25 00
W., S. L.,	. . . . .	100 00
Young, Mrs. B. L., fourth contribution,	. . . . .	100 00
Younge, Leon,	. . . . .	1 00
		<hr/>
		\$31,629 51

The trustees earnestly appeal to the public for further contributions to the amount of \$23,000 which is still lacking to complete the building-fund. The immediate erection of the new building has become absolutely necessary by the increased number of applicants for admission, and work upon it will begin as soon as the money is secured.

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*All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, Treasurer.

NO. 53 STATE STREET (ROOM 840), BOSTON.

**DONATIONS AND SUBSCRIPTIONS FOR TOMMY  
STRINGER.**

<i>Amount brought forward,</i>	. . . . .	\$148 10
Ellis, Rev. Dr. George E.,	. . . . .	100 00
Farnam, Mrs. Ann S., New Haven, Conn.,	. . . . .	50 00
"For Helen's sake," Grace Lilian Lamb,	. . . . .	4 35
And Margaret Foster, Woburn,		5 00
For little Tommy,	. . . . .	1 00
For the fund,	. . . . .	2 00
Foss, Benjamin, Jamaica Plain,	. . . . .	6 27
Friend,	. . . . .	50
Friend,	. . . . .	50
Friend R.,	. . . . .	5 00
Friends at Abbot Academy, Andover,	. . . . .	11 00
Friends in Taunton, through Mrs. Noble,	. . . . .	4 00
From the children of the lowest class of Cook Pri- mary School, through Miss Hale,	. . . . .	1 65
From the "Happy Dozen" of South Boston,	. . . . .	8 00
From the "Willing Workers" of the South Congre- gational Church, Campello,	. . . . .	5 00
From a sincere friend,	. . . . .	1 00
From two friends,	. . . . .	3 00
Glover, The Misses,	. . . . .	20 00
Glover, Joseph B.,	. . . . .	10 00
Goodhue, George O., Danville, Quebec,	. . . . .	10 00
Harrington, Mrs. M. S., Dorchester,	. . . . .	2 00
Haven, Miss Charlotte M., Portsmouth, N. H.,	. . . . .	25 00
H., C.,	. . . . .	2 00
Healey, Miss Helen,	. . . . .	5 00
Helen Keller Club, Dorchester,	. . . . .	5 00
Helen's "Dime Bank",	. . . . .	5 00
Herman, Mrs. J. M.,	. . . . .	5 00
Holmes, Dr. Oliver Wendell,	. . . . .	10 00
In His Name Club of Taunton,	. . . . .	10 00
Judy,	. . . . .	2 00
<i>Amount carried forward,</i>	. . . . .	\$467 37

## 400

<i>Amount brought forward,</i>	. . . . .	\$467 37
Keller, Helen A.,	. . . . .	1 00
Kindergarten at Brighton, Mrs. Rust's,	. . . . .	1 50
Kindergarten at Waterbury, Conn.,	. . . . .	1 15
King's Daughters of Unitarian Society, Newton Centre,	. . . . .	3 00
Learned, Miss Mary C., New London, Conn.,	. . . . .	5 00
Lee, Miss,	. . . . .	5 00
Lend-a-hand Club, Lowell,	. . . . .	2 00
Lend-a-hand Club, Taunton, through Mrs. K. T. Reed,	. . . . .	3 00
Lowell, Miss Anna C.,	. . . . .	100 00
Lowell, Miss Georgina,	. . . . .	10 00
Lowry, Eva, Dadeville, Ala.,	. . . . .	10
Luce, Miss Edith (five years in advance),	. . . . .	5 00
Main, Mrs., Spencer, Mass.,	. . . . .	5 00
Marrett, Miss Fanny S.,	. . . . .	1 00
Mixter, Miss M. C.,	. . . . .	20 00
Montagnier, Harry,	. . . . .	50
Morgan, Miss Clara, Saco, Maine,	. . . . .	5 00
Morison, Sammy and Johnny,	. . . . .	5 00
Parker, Mrs. L. E., and her Sunday-school class and other pupils, Hatley, Quebec,	. . . . .	7 00
Parker, Thomas R., Bergen Point, N. J., (annual),	. . . . .	1 00
Peyraud, Mademoiselle, (annual),	. . . . .	1 00
Phillips, Mrs. John C.,	. . . . .	100 00
Pickman, Mrs. Dudley, (annual),	. . . . .	10 00
Proceeds of sale in Swampscott, through Mrs. Edward P. Mason,	. . . . .	148 55
Pupils in the Fitchburg High street Grammar school, No. 8,	. . . . .	3 00
Pupils of Miss Ellen J. Harding's Private school, Jamaica Plain,	. . . . .	30 00
<i>Amount carried forward,</i>	. . . . .	\$941 17

<i>Amount brought forward,</i>	. . . . .	\$941 17
Rogers, Miss Annette P.,	. . . . .	4 00
Rotch, Miss Edith,	. . . . .	50 00
Saltonstall, Miss Lucy, Rosamond and John, (annual),	. . . . .	20 00
Sheedon, Miss, Hartford, Conn.,	. . . . .	4 00
Six of Helen's friends,	. . . . .	4 00
Slocum, Mrs. W. H., Jamaica Plain,	. . . . .	10 00
Smith, Miss May Mott,	. . . . .	2 00
Sohier, Mrs. Emily L.,	. . . . .	14 00
Street, Addie L., Medford,	. . . . .	2 00
Tennessee Deaf-mute Helpers, through Mrs. L. A. Houghton.	. . . . .	10 25
Thorpe, Mrs. E. J. E., Newton Centre,	. . . . .	1 00
Through Ladies' Auxiliary Society,	. . . . .	2 00
Through Dr. Samuel Eliot,	. . . . .	7 00
Through Misses Garland and Weston:		
Proceeds of Eagle and Elephant banks,	55 23	
Proceeds of Faith Pierce's fair,	. . . 152 56	
Proceeds of sale of little bedstead and doll,	5 00	
	—	212 79
Through Mrs. Thomas Mack,	. . . . .	27 00
Through Miss Alice Muldoon, Newton Centre,	. . . . .	5 60
Through <i>Forest and Stream</i> Publishing Company for the "Helen Keller fund,"	. . . . .	136 25
Through Amos I. Root, Medina, Ohio, editor of <i>Gleanings in Bee Culture</i> ,	. . . . .	105 75
Tilton, Mrs. W. S., Newtonville,	. . . . .	5 00
Tyler, Daniel G.,	. . . . .	5 00
Unity Sunday-school, Allston, Eliza F. Blacker, treasurer,	. . . . .	4 00
Wade, Mrs., Lexington,	. . . . .	5 00
Warden, Erskine, Waltham,	. . . . .	1 00
<i>Amount carried forward,</i>	. . . . .	\$1,578 81

<i>Amount brought forward,</i>	.	.	.	.	\$1,578 81
White, Grace B., Taunton,	.	.	.	.	10 00
Whitwell, Miss May (annual),	.	.	.	.	1 00
Winthrop, Margaret,	.	.	.	.	50
W., L. H.,	.	.	.	.	10 00
Woods, Miss Helen M.,	.	.	.	.	5 00
Wyman, A. E., Newtonville,	.	.	.	.	5 00
Young, Miss Lucy F., Groton, (annual),	.	.	.	.	1 00
Young Women's Christian Temperance Union,					
Purchase, N. Y.,	.	.	.	.	25 00
					<hr/>
					81,636 31

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

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*The Kindergarten for the Blind is located at the corner of Perkins and Ray streets, Jamaica Plain.*

*The Jamaica Plain horse-cars pass within ten rods of the building.*

## LIST OF EMBOSSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL  
FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms, . . . . .	1	\$3 00
New Testament, . . . . .	3	7 50
Book of Common Prayer, . . . . .	1	3 00
Baxter's Call, . . . . .	1	2 50
Hymns for the Blind, . . . . .	1	2 00
Natural Theology, . . . . .	1	4 00
Selections from the Works of Swedenborg,* . . . . .	1	-
Biographical Sketches of Distinguished Persons, . . . . .	1	3 00
Biographical Sketch of George Eliot, . . . . .	1	.25
Macaulay's Essays on Milton and Hastings, . . . . .	1	3 00
Memoir of Dr. Samuel G. Howe, . . . . .	1	3 00
Howe's Cyclopaedia, . . . . .	8	32 00
Latin Selections, . . . . .	1	2 00
Combe's Constitution of Man, . . . . .	1	4 00
Cutter's Anatomy, Physiology and Hygiene, . . . . .	1	3 00
"Life and her Children," or a Reader of Natural History, . . . . .	1	3 00
Geometrical Diagrams, . . . . .	1	1 00
Wentworth's Grammar-school Arithmetic, . . . . .	1	3 00
Huxley's Science Primers, Introductory, . . . . .	1	2 00
Higginson's Young Folks' History of the United States, . . . . .	1	3 50
Constitution of the United States, . . . . .	1	.40
Dickens's Child's History of England, . . . . .	2	6 00
Freeman's History of Europe, . . . . .	1	2 50
Schmitz's History of Greece, . . . . .	1	3 00
Schmitz's History of Rome, . . . . .	1	2 50
The Peasant and the Prince, . . . . .	1	3 00
Washington and his Country, . . . . .	3	9 00
Guyot's Geography, . . . . .	1	3 00
Scribner's Geographical Reader, . . . . .	1	2 50
American Prose, . . . . .	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos, . . . . .	1	.50
Dickens's Christmas Carol, with extracts from Pickwick, . . . . .	1	3 00
Dickens's David Copperfield, . . . . .	5	15 00
Dickens's Old Curiosity Shop, . . . . .	3	12 00
Emerson's Essays, . . . . .	1	3 00
Extracts from British and American Literature, . . . . .	2	5 00
George Eliot's Story of Janet's Repentance, . . . . .	1	3 00
George Eliot's Silas Marner, . . . . .	1	3 50

\* Printed by the donor for free distribution.

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Goldsmith's Vicar of Wakefield, . . . . .	1	\$3 00
Hawthorne's Scarlet Letter, . . . . .	2	5 00
Hawthorne's Tanglewood Tales, . . . . .	2	4 00
Scott's Quentin Durward, . . . . .	2	6 00
Scott's Talisman, . . . . .	2	6 00
The Deacon's Week, . . . . .	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton, . . . . .	3	9 00
Stray Chords, by Julia R. Anagnos, . . . . .	1	2 00
Bryant's Poems, . . . . .	1	3 00
Byron's Hebrew Melodies, and Childe Harold, . . . . .	1	3 00
Poetry of Byron, selected by Matthew Arnold, . . . . .	1	3 00
Holmes's Poems, . . . . .	1	3 00
Longfellow's Evangeline, . . . . .	1	2 00
Longfellow's Evangeline, and other poems, . . . . .	1	3 00
Longfellow's Hiawatha, . . . . .	1	2 50
Lowell's Poems, . . . . .	1	3 00
Milton's Paradise Lost, . . . . .	2	5 00
Pope's Essay on Man, and other poems, . . . . .	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems, . . . . .	1	3 00
Shakespeare's Hamlet, and Julius Cæsar, . . . . .	1	4 00
Shakespeare's King Henry Fifth, . . . . .	1	2 00
Shakespeare's Romeo and Juliet, . . . . .	1	2 00
Tennyson's In Memoriam, and other poems, . . . . .	1	3 00
Whittier's Poems, . . . . .	2	6 00
Wordsworth's Poems, . . . . .	1	3 00
Longfellow's Birthday, by Julia R. Anagnos, . . . . .	1	25
Commemoration Ode, by H. W. Stratton, . . . . .	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred, . . . . .	—	5 00
Braille Primer, . . . . .	1	75
An Eclectic Primer, . . . . .	1	40
Child's First Book, . . . . .	1	40
Child's Second Book, . . . . .	1	40
Child's Third Book, . . . . .	1	40
Child's Fourth Book, . . . . .	1	40
Child's Fifth Book, . . . . .	1	40
Child's Sixth Book, . . . . .	1	40
Child's Seventh Book, . . . . .	1	40
Youth's Library, volume 1, . . . . .	1	1 25
Youth's Library, volume 2, . . . . .	1	1 25
Youth's Library, volume 3, . . . . .	1	1 25
Youth's Library, volume 4, . . . . .	1	1 25
Youth's Library, volume 5, . . . . .	1	1 25
Youth's Library, volume 6, . . . . .	1	1 25
Youth's Library, volume 7, . . . . .	1	1 25
Youth's Library, volume 8, . . . . .	1	1 25
A Christmas Dinner, . . . . .	1	40

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Andersen's Stories and Tales,	1	\$3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Little Lord Fauntleroy,	1	3 00
Little Women, by Louisa M. Alcott,	3	-
Lodge's Twelve Popular Tales,	1	2 00
Stories for Little Readers, by Emilie Poulsson,	1	.40
The Blind Brother,	1	2 00
The Little Ones' Story Book,	1	.40
The Man without a Country, by Rev. E. E. Hale,	1	.50
The Queen of the Pirate Isle,	1	.40
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy,	1	.50
What Katy Did, by Susan Coolidge,	1	2 50
 <b>MUSIC.</b>		
A few German Chorals of J. S. Bach,	1	.50
Album Leaf, Op: 7, Kerchner,	1	.04
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Bargiel's Piano Piece, Op: 32, No. 1,	1	.06
Burgmuller's Exercises,	1	.75
Chopin's Waltz, Op: 64, No. 1, Theodore Kullak,	1	.06
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SIXTY-FIRST ANNUAL REPORT  
OF  
THE TRUSTEES  
OF THE  
PERKINS INSTITUTION

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1893.

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BOSTON:  
PUBLISHED FOR THE TRUSTEES BY C. H. THOMAS,  
1893.





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OF

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SEPTEMBER 30, 1892

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BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET  
1893





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## Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Oct. 26, 1892.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-first annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

*Secretary.*

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| Hanscom, Dr. Sanford, Somerville.               | Howe, Mrs. Julia Ward, Boston.             |
| Harwood, George S., Boston.                     | Howe, Mrs. Virginia A., Boston.            |
| Haskell, Edwin B., Auburndale.                  | Howes, Miss E., Boston.                    |
| Haven, Miss Charlotte M., Ports-<br>mouth, N.H. | Howland, Mrs. O. O., Boston.               |
| Haven, Miss Eliza A., Portsmouth,<br>N.H.       | Houghton, Hon. H. O., Cambridge.           |
| Haven, Mrs. Lucy B., Lynn.                      | Humphrey, Benjamin, Boston.                |
|   | Hunnewell, Francis W., Boston.             |
|   | Hunnewell, H. H., Boston.                  |
|   | Hunnewell, Mrs. H. S., Boston.             |

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| Hutchins, Mrs. Constantine F.,<br>Boston.      | Linzee, J. T., Boston.                     |
| Iasigi, Miss Mary V., Boston.                  | Linzee, Miss Susan I., Boston.             |
| Ingraham, Mrs. E. T., Wellesley.               | Littell, Miss S. G., Brookline.            |
| Jackson, Charles C., Boston.                   | Littlefield, Hon. A. H., Pawtucket.        |
| Jackson, Edward, Boston.                       | Lodge, Mrs. Anna C., Boston.               |
| Jackson, Mrs. Dr. J. A., Manches-<br>ter, N.H. | Lodge, Henry C., Boston.                   |
| Jackson, Mrs. J. B. S., Boston.                | Longfellow, Miss Alice M., Cam-<br>bridge. |
| Jackson, Patrick T., Cambridge.                | Lord, Rev. A. N., Providence, R.I.         |
| James, Mrs. Clitheroe Dean, Brook-<br>line.    | Loring, Mrs. W. Caleb, Boston.             |
| James, Mrs. Julia B. H., Boston.               | Lothrop, John, Auburndale.                 |
| Jenks, Miss C. E., Boston.                     | Lothrop, Mrs. Thornton K., Bos-<br>ton.    |
| Johnson, Samuel, Boston.                       | Lovering, Mrs. Charles T., Boston.         |
| Jones, Mrs. Edward C., New Bed-<br>ford.       | Lovett, George L., Boston.                 |
| Jones, Miss Ellen M., Boston.                  | Lowell, Abbott Lawrence, Boston.           |
| Jordan, Mrs. E. D., Boston.                    | Lowell, Miss Amy, Boston.                  |
| Joy, Mrs. Charles H., Boston.                  | Lowell, Augustus, Boston.                  |
| Kasson, Rev. F. H., Boston.                    | Lowell, Miss A. C., Boston.                |
| Kellogg, Mrs. Eva D., New York.                | Lowell, Francis C., Boston.                |
| Kendall, C. S., Boston.                        | Lowell, Mrs. George G., Boston.            |
| Kendall, Miss H. W., Boston.                   | Lowell, Miss Georgina, Boston.             |
| Kennard, Martin P., Brookline.                 | Lowell, Mrs. John, Boston.                 |
| Kent, Mrs. Helena M., Boston.                  | Lowell, Miss Lucy, Boston.                 |
| Kidder, Mrs. Henry P., Boston.                 | Luce, Matthew, Boston.                     |
| Kilmer, Frederick M., Somerville.              | Lyman, Arthur T., Boston.                  |
| Kimball, Mrs. David P., Boston.                | Lyman, J. P., Boston.                      |
| Kimball, Mrs. M. Day, Boston.                  | Lyman, Theodore, Brookline.                |
| Knowlton, Daniel S., Boston.                   | McAuslan, John, Providence.                |
| Kramer, Henry C., Boston.                      | McCloy, J. A., Providence.                 |
| Lamb, Mrs. Annie L., Boston.                   | Mack, Thomas, Boston.                      |
| Lamson, Miss C. W., Dedham.                    | Mackay, Mrs. Frances M., Cam-<br>bridge.   |
| Lang, B. J., Boston.                           | Macullar, Addison, Boston.                 |
| Lang, Mrs. B. J., Boston.                      | Manning, Mrs. Mary W., Brook-<br>lyn, N.Y. |
| Lawrence, Abbott, Boston.                      | Marcy, Fred. I., Providence.               |
| Lawrence, James, Groton.                       | Marrett, Miss Helen M., Standish,<br>Me.   |
| Lawrence, Mrs. James, Groton.                  | Marsh, Miss Sarah L., Hingham.             |
| Lawrence, Rev. Wm., Cambridge.                 | Marston, S. W., Boston.                    |
| Lee, George C., Boston.                        | Marvin, Mrs. E. C., Boston.                |
| Lee, Mrs. George C., Boston.                   | Mason, Miss E. F., Boston.                 |
| Lee, Henry, Boston.                            | Mason, Miss Ida M., Boston.                |
| Lily, Mrs. Amy H., London, Eng-<br>land.       | Mason, I. B., Providence.                  |
| Lincoln, L. J. B., Hingham.                    | Matthews, Mrs. A. B., Boston.              |

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| Matthews, Miss Alice, Boston.              | Osgood, John Felt, Boston.                 |
| Matthews, Miss Annie B., Boston.           | Paine, Mrs. Julia B., Boston.              |
| May, F. W. G., Dorchester.                 | Paine, Robert Treat, Boston.               |
| Means, Rev. J. H., D.D., Dorches-<br>ter.  | Paine, Mrs. Robert Treat, Boston.          |
| Merriam, Charles, Boston.                  | Palfrey, Mrs. Francis W., Boston.          |
| Merriam, Mrs. Charles, Boston.             | Palfrey, J. C., Boston.                    |
| Merriam, Mrs. D., Boston.                  | Palmer, John S., Providence.               |
| Merritt, Edward P., Boston.                | Parker, Mrs. E. P., Boston.                |
| Metcalf, Jesse, Providence.                | Parker, E. Francis, Boston.                |
| Meyer, Mrs. George von L., Bos-<br>ton.    | Parker, Richard T., Boston.                |
| Minot, Francis, M.D., Boston.              | Parkinson, John, Boston.                   |
| Minot, George R., Boston.                  | Parkinson, Mrs. John, Boston.              |
| Minot, J. Grafton, Boston.                 | Parkman, Francis, Boston.                  |
| Minot, The Misses, Boston.                 | Parkman, George F., Boston.                |
| Minot, William, Boston.                    | Parkman, John, Boston.                     |
| Mixer, Miss Madeleine C., Bos-<br>ton.     | Parsons, Thomas, Chelsea.                  |
| Montgomery, William, Boston.               | Payson, S. R., Boston.                     |
| Morgan, Eustis C., Saco, Me.               | Peabody, Rev. A. P., D.D., Cam-<br>bridge. |
| Morison, Mrs. Emily M., Boston.            | Peabody, Rev. Endicott, Groton.            |
| Morrill, Charles J., Boston.               | Peabody, F. H., Boston.                    |
| Morse, Mrs. Leopold, Boston.               | Peabody, O. W., Milton.                    |
| Morse, Miss Margaret F., Jamaica<br>Plain. | Peabody, Mrs. Robert S., Brook-<br>line.   |
| Morss, A. S., Charlestown.                 | Peabody, S. E., Boston.                    |
| Morton, Edwin, Boston.                     | Pearson, Miss Abby W., Boston.             |
| Motley, Edward, Boston.                    | Perkins, Charles Bruen, Boston.            |
| Moulton, Miss Maria C., Boston.            | Perkins, Mrs. C. E., Boston.               |
| Neal, George B., Charlestown.              | Perkins, Edward N., Jamaica Plain.         |
| Nevins, David, Boston.                     | Perkins, Mrs. Richard, Boston.             |
| Newell, Mrs. M. Abbie, Boston.             | Peters, Edward D., Boston.                 |
| Nichols, J. Howard, Boston.                | Phillips, Mrs. John C., Boston.            |
| Nichols, R. C., Boston.                    | Pickman, Mrs. D. L., Boston.               |
| Nickerson, Andrew, Boston.                 | Pickman, Mrs. W. D., Boston.               |
| Nickerson, George, Jamaica Plain.          | Pierce, Hon. H. L., Boston.                |
| Nickerson, Miss Priscilla, Boston.         | Pierce, Mrs. M. V. B., Milton.             |
| Nickerson, S. D., Boston.                  | Pierson, Mrs. Mary E., Windsor,<br>Conn.   |
| Norcross, Grenville H., Boston.            | Potter, Isaac M., Providence.              |
| Norcross, Miss Laura, Boston.              | Potter, Mrs. Warren B., Boston.            |
| Norcross, Mrs. Otis, Jr., Boston.          | Powers, Miss Mary A., Boston.              |
| Noyes, Hon. Charles J., Boston.            | Pratt, Elliott W., Boston.                 |
| Ober, Louis P., Boston.                    | Pratt, Mrs. Sarah M., Boston.              |
| Oliver, Dr. Henry K., Boston.              | Prendergast, J. M., Boston.                |
| Osborn, John T., Boston.                   | Quincy, George Henry, Boston.              |
|  | Rantoul, Miss Hannah L., Beverly.          |

Reardon, Dennis A., Boston.	Sears, David, Boston.
Reed, Mrs. William Homer, Boston.	Sears, Mrs. Fred. R., Jr., Boston.
Reynolds, Walter H., Boston.	Sears, Frederick R., Boston.
Rice, Hon. A. H., Boston.	Sears, Mrs. Knyvet W., Boston.
Rice, Fitz James, Providence.	Sears, Mrs. P. H., Boston.
Rice, Mrs. Henry A., Boston.	Sears, Mrs. S. P., Boston.
Richards, Mrs. Cornelia W., Boston.	Sears, Willard T., Boston.
Richards, Miss Elise, Boston.	Sharpe, L., Providence.
Richards, Mrs. Laura E., Gardiner. Me.	Shattuck, Mrs. George C., Boston.
Richardson, John, Boston.	Shaw, Mrs. G. Howland, Boston.
Richardson, Miss M. Grace, New York.	Shaw, Henry S., Boston.
Richardson, Mrs. M. R., Boston.	Shaw, Miss Pauline, Boston.
Richardson, William L., M.D., Boston.	Shaw, Quincy A., Boston.
Robbins, Royal E., Boston.	Shepard, Harvey N., Boston.
Robinson, Henry, Reading.	Shepard, Mrs. T. P., Providence.
Rodman, S. W., Boston.	Sherwood, Mrs. John H., New York City.
Rodocanachi, J. M., Boston.	Sherwood, W. H., Boston.
Rogers, Miss Clara B., Boston.	Shinkle, Miss Camilla Hunt, Boston.
Rogers, Miss Flora E., New York.	Shippen, Rev. R. R., Washington.
Rogers, Henry M., Boston.	Sigourney, Mrs. Henry, Boston.
Rogers, Jacob C., Boston.	Silsbee, Mrs. M. C. D., Boston.
Rogers, Mrs. William B., Boston.	Slafter, Rev. Edmund F., Boston.
Ropes, John C., Boston.	Slater, H. N., Jr., Providence.
Ropes, Joseph S., Boston.	Slocum, Mrs. W. H., Jamaica Plain.
Rotch, Mrs. Benjamin S., Boston.	Snelling, Samuel G., Boston.
Rotch, Miss Edith, Boston.	Sohier, Miss E. D., Boston.
Russell, Henry G., Providence.	Sohier, Miss Elizabeth, Boston.
Russell, Mrs. Henry G., Providence.	Sohier, Miss Emily L., Boston.
Russell, Henry S., Boston.	Spaulding, J. P., Boston.
Russell, Miss Marian, Boston.	Spaulding, Mrs. Mahlon D., Boston.
Russell, Mrs. William A., Boston.	Spencer, Henry F., Boston.
Saltonstall, Henry, Boston.	Sprague, F. P., M.D., Boston.
Saltonstall, Hon. Leverett, Newton.	Sprague, S. S., Providence.
Saltonstall, Mrs. Leverett, Newton.	Stanwood, Edward, Brookline.
Sampson, George, Boston.	Stearns, Charles H., Brookline.
Sanborn, Frank B., Concord.	Stevens, Miss C. Augusta, New York.
Sayles, F. C., Pawtucket, R.I.	Stewart, Mrs. C. B., Boston.
Sayles, W. F., Pawtucket, R.I.	Sturgis, Francis S., Boston.
Schlesinger, Barthold, Boston.	Sullivan, Richard, Boston.
Schlesinger, Sebastian B., Boston.	Swan, Mrs. Sarah H., Cambridge.
	Swan, Robert, Dorchester.
	Swan, Mrs. Robert, Dorchester.
	Sweetser, Mrs. Anne M., Boston.

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| Taggard, B. W., Boston.                    | Wales, Miss Mary Anne, Boston.          |
| Taggard, Mrs. B. W., Boston.               | Ward, Rev. Julius H., Boston.           |
| Talbot, Mrs. Isabella W., North Billerica. | Warden, Erskine, Waltham.               |
| Tapley, Mrs. Amos P., Boston.              | Ware, Mrs. Charles E., Boston.          |
| Tappan, Miss Mary A., Boston.              | Ware, Miss M. L., Boston.               |
| Tarbell, George G., M.D., Boston.          | Warren, J. G., Providence.              |
| Temple, Thomas F., Boston.                 | Warren, Mrs. J. Sullivan, Boston.       |
| Thaw, Mrs. William, Pittsburg, Penn.       | Warren, Mrs. Wm. W., Boston.            |
| Thaxter, Joseph B., Hingham.               | Washburn, Rev. Alfred F., South Boston. |
| Thayer, Miss Adele G., Boston.             | Washburn, Hon. J. D., Worcester.        |
| Thayer, Miss A. G., Andover.               | Waters, Edwin F., Boston.               |
| Thayer, Rev. George A., Cincinnati.        | Waterston, Mrs. R. C., Boston.          |
| Thayer, Mrs. Harriet L., Boston.           | Watson, Thomas A., Weymouth.            |
| Thayer, Mrs. Nathaniel, Boston.            | Watson, Mrs. Thomas A., Weymouth.       |
| Thomas, Mrs. Joseph B., Boston.            | Webster, Mrs. John G., Boston.          |
| Thorndike, Mrs. Delia D., Boston.          | Weeks, A. G., Boston.                   |
| Thorndike, S. Lothrop, Cambridge.          | Welch, E. R., Boston.                   |
| Ticknor, Miss A. E., Boston.               | Weld, Otis E., Boston.                  |
| Tilden, Miss Edith S., Milton.             | Weld, R. H., Boston.                    |
| Tilden, Mrs. M. Louise, Milton.            | Weld, Mrs. W. F., Boston.               |
| Tilton, Mrs. W. S., Newtonville.           | Weld, W. G., Boston.                    |
| Tingley, S. H., Providence.                | Wells, Mrs. Elizabeth S., Boston.       |
| Tolman, Joseph C., Hanover.                | Wesson, J. L., Boston.                  |
| Torrey, Miss A. D., Boston.                | Wheeler, Nathaniel, Bridgeport, Conn.   |
| Tower, Col. William A., Boston.            | Wheelock, Miss Lucy, Boston.            |
| Townsend, Miss Sophia T., Boston.          | Wheelwright, A. C., Boston.             |
| Troup, John E., Providence.                | Wheelwright, John W., Boston.           |
| Tuckerman, Mrs. C. S., Boston.             | White, C. J., Cambridge.                |
| Turner, Miss Abby W., Randolph.            | White, Charles T., Boston.              |
| Turner, Miss Alice M., Randolph.           | White, Mrs. Charles T., Boston.         |
| Turner, Miss Ellen J., Boston.             | White, G. A., Boston.                   |
| Turner, Mrs. M. A., Providence.            | White, Joseph A., Framingham.           |
| Turner, Mrs. Royal W., Randolph.           | Whitehead, Miss Mary, West Somerville.  |
| Underwood, F. H., Boston.                  | Whitford, George W., Providence.        |
| Underwood, Herbert S., Boston.             | Whiting, Albert T., Boston.             |
| Upham, Mrs. George P., Boston.             | Whiting, Ebenezer, Boston.              |
| Upton, George B., Boston.                  | Whitman, Mrs. Sarah W., Boston.         |
| Villard, Mrs. Henry, New York.             | Whitney, Miss Anne, Boston.             |
| Wainwright, Miss R. P., Boston.            | Whitney, Edward, Belmont.               |
| Wales, George W., Boston.                  | Whitney, Henry M., Brookline.           |
| Wales, Mrs. George W., Boston.             | Whitney, Miss Sarah A., Boston.         |
| Wales, Joseph H., Boston.                  | Whitney, Miss Sarah W., Boston.         |

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| Whitten, Mrs. Elizabeth S., Dor-<br>chester. | Winthrop, Mrs. John, Stockbridge.      |
| Whitwell, S. Horatio, Boston.                | Winthrop, Hon. Robert C., Boston.      |
| Whitwell, Miss S. L., Boston.                | Winthrop, Mrs. Thomas L., Bos-<br>ton. |
| Wigglesworth, Edward, M.D., Bos-<br>ton.     | Wolcott, Mrs. J. H., Boston.           |
| Wigglesworth, Thomas.                        | Wolcott, Roger, Boston.                |
| Wightman, W. B., Providence.                 | Woodruff, Thomas T., Boston.           |
| Williams, Miss Louise H., Boston.            | Woods, Henry, Boston.                  |
| Wilson, Mrs. Maria Gill, Newton-<br>ville.   | Woolf, Benjamin E., Boston.            |
| Winslow, Mrs. George, Roxbury.               | Worthington, Roland, Roxbury.          |
| Winsor, J. B., Providence.                   | Young, Mrs. Benjamin L., Boston.       |
|  | Young, Charles L., Boston.             |



## SYNOPSIS OF THE PROCEEDINGS

OF THE

## ANNUAL MEETING OF THE CORPORATION

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SOUTH BOSTON, Oct. 12, 1892.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

*President* — Samuel Eliot, LL.D.

*Vice-President* — John Cummings.

*Treasurer* — Edward Jackson.

*Secretary* — M. Anagnos.

*Trustees* — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales

The names of Albert T. Whiting, Harvey N. Shepard, Joseph Edgar Chamberlin, Daniel S. Knowlton, Benjamin E. Woolf, Arlo Bates, Charles Bruen Perkins, Herbert S. Underwood, Miss Lucy Derby, Mrs. Emily M. Morison, of Boston; Mrs. Florence Howe Hall, of Scotch Plains, N.J.; Mrs. Emily Wells Foster, of Hartford, Conn.; and Rev. D. N. Beach, of Cambridge, were afterwards added to the list of the members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to attend the dedication of the new library building and inspect the premises.

M. ANAGNOS,  
*Secretary.*



## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Oct. 5, 1892.

*To the members of the corporation.*

GENTLEMEN AND LADIES:—We respectfully submit to you, and, through you, to the legislature of this commonwealth, the sixty-first annual report of the institution under our charge, for the year ending Sept. 30, 1892.

All matters relating to the pupils of the kindergarten will be separately treated under that head.

The restored health, which our excellent and beloved director, Michael Anagnos, brought back from Europe two years ago, has stood the test of another year of wise, devoted and efficient labor, with full consecration of all his energies, and with a success surpassing all before. By his unflagging zeal and enterprise, as well as his rare economic instinct in prosecuting new works, he has been building up the institution for the future, till he presents it, as you see, amply provided and equipped with a complete gymnasium, spacious and elegant halls for the library (of about 11,000 volumes, both in raised type for the pupils, and of general literature for the teachers and

for reading to the scholars), and a whole upper floor of two hundred and thirty-eight feet in length and width of twenty-six feet, for the musical department, including about thirty rooms in which piano pupils practise by themselves, with larger rooms for teachers, and a large hall for the band, and musical library. But we are anticipating.

The year has shown unbroken and remarkable success. The attendance has been regular, the school-rooms have been comfortably filled, and much room gained for school-rooms and for dormitories by concentrating the gymnasium, the library and all the music teaching in the new building; a feeling of harmony and willing coöperation has reigned everywhere throughout the establishment; and its various departments have been scenes of earnest work and honorable effort on the part of all connected with it either as teachers, learners, or as workers in the various industrial branches carried on within it.

A great blessing of the past year has been the excellent health of the establishment. There have been no cases of death, and none of severe illness of any kind. Even the ordinary ailments to which children are more or less subject have not been so frequent or so severe as usual. Indeed, we cannot be too thankful that each successive quarterly report of the director has presented a clean bill of health.

The total number of blind persons connected with the institution at the end of the financial year, Sept. 30, 1892, was 210. Of these, 157 were in the parent



school at South Boston, 37 in the kindergarten at Jamaica Plain, and 16 in the workshop for adults.

## 2. THE SCHOOL.

It must be always borne in mind that the Perkins Institution is a school, and not an asylum. Its whole aim and work is educational. All its means and methods, all its systems, all the care and intelligence and efforts of its teachers are concentrated upon that one end,—to educate the blind; to replace in them the loss of sight, by the quickening and the harmonious development of the remaining senses, and of all the faculties, physical, moral, intellectual, ideal and artistic, by such an education, so rounded and complete, so well balanced, that their life shall miss none of its opportunities, that they may be able to compete to fair advantage in the struggle for true life, true happiness and standing in the world. It is a many-sided education. It is a liberal education, in the best sense of that term. It seeks to do justice to the whole nature,—to develop what is in the pupil.

Physical culture is at the foundation. Wholesome diet, clean and orderly habits, regular exercise and physical training on a judicious and progressive system, are required. There is one well-equipped gymnasium for both boys and girls, with a constant lookout for the most approved new methods,—the new building being furnished with the best machinery for climbing, swinging, strengthening the limbs and

muscles in every way, and acquiring freedom and grace of motion. For all this the means and accomplished teachers are provided on a generous and thoughtful scale. Moreover, the Swedish or *Sloyd* system, opening the way from exercise to use, teaching how to handle tools and the practice of mechanic arts (whereby even some of the blind girls have become experts in cabinet making and the putting together of many sorts of boxes), has been an established feature now for several years. Every pupil has some trophies of his skill to show in these arts of workmanship, and equally interesting to observe are their orderly habits in laying away their tools so that they know just where to find them the next time. The fruits of all this wholesome regime and systematic exercise, together with the joy of work, the sense of making things, is seen in the bright, healthful faces, the glowing look of pleasure and the natural and easy carriage of the body.

Such wholesome, harmonious, happy physical development, with the cheering influence of music, mingling more or less with all their exercises, conduces more than is commonly supposed to moral culture and good manners, cheerful ways of mutual service, obedience to teachers, habits of industry, both physical and mental. An air of self-respect, as well as respect for others, is characteristic of their daily life and doings.

On this twofold foundation, well laid as may be from the outset, neglected at no stage from the

earliest, first a sound physique, and secondly a sound *morale*, the intellectual training opens under great advantages. It is practical, teaching the pupil to think for himself, and learn things experimentally. It is not content with teaching either books or things; its first aim is to stimulate, provoke, develop faculties, which are the keys to knowledge. He who learns grammar, or arithmetic, or geography, has acquired just those things, by rote it may be, while his faculties, which should be inquiring, fall asleep in the ruts of habit. He whose mind is aroused and stimulated, holds the keys which command all knowledge as he wants it. Hence lessons are not recited in the parrot way. The meaning is required, and in the simplest terms. In short, it is the kindergarten principle indefinitely extended, carrying the fresh and natural ways of childhood into manhood; charming the pupil onward ever by the glow of discovery, making the old, humdrum lesson new as the things the boy learns in the surprise of play. The field of studies is wide, and it is a perpetual study of the teacher to adapt the teaching to the various individualities of the pupils. Certain branches, as reading, writing and arithmetic, are important to all, and involved in the common requisitions of our life. But beyond that, every child has certain aptitudes peculiarly his own, and these our system makes it a duty and a pleasure to detect in him and give them food and exercise.

In reading, our pupils use the system of raised

letters, as invented and perfected by Dr. Howe. Without repeating the arguments for the superiority of this system over others, let it suffice to say that it has stood the test of daily use for many years, and that now an extensive library of all departments of standard literature has been printed from our press, much of which circulates among the blind throughout the United States. At the same time the children are made familiar with the Braille or point system, which serves them well in writing letters and in taking notes; and which forms their only means of musical notation.

Mathematics is very much a mental process with the blind. They carry figures in their heads, and perform calculations upon large sums, such as most of us would be afraid to handle, while for more difficult work they use ciphering boards. In geography they are obliged to feel their way; and by this very necessity they get a palpable grasp upon countries and places on the map or globe. They have always shown a notable proficiency in picking out, from dissecting maps, countries and cities, mountains and lakes, as they are called for, with marvellous certainty and dispatch, and describing their distinctive features, physical and topographical, or social and political, naming capitals, industries and historical events. The artistic, convenient maps, with raised features to be felt out, or dissecting maps to be taken apart and put together,—a most instructive exercise,—are the manufacture and the pride of the

institution. In all their recitations and their readings, a clear, distinct, well-modulated utterance is required, and in this quality they compare well with seeing pupils. Classes, necessarily smaller, where pupils are found receptive, are formed for higher themes of study, as philosophy, history and ethics, and for the reading, analysis and comparison of poetry. For the study of natural history, they are well supplied with models, and take delight in feeling out, with their own fingers, the distinctive structure and adaptation to wants and uses of the various animals. And they become practically well versed with animal anatomy, as well as human.

Music has been cultivated with the wonted love and enthusiasm, and with even more success, under the same devoted and excellent teachers, with Mr. Thomas Reeves, himself blind, at their head, now a musician and a teacher of mature experience, assisted by an efficient corps of seeing music-readers. For the blind learn music partly through dictation, having excellent memories, although to a great extent they read it through the Braille notation. The tuning, regulating, even the repair of pianos, still goes on under the excellent instruction of Mr. J. W. Smith, and the practice of this art finds many of the pupils plentiful employment in private families, as well as in the public schools of the city.

The loss of sight is largely compensated to the blind by the concentration of the sense of hearing. Their perception of musical tone is intensified; they

seek and find an absorbing pleasure in it much beyond the average; and the number of music lovers among them is more general than among the seeing class. They find in music a solace and an exhaustless occupation. It, moreover, avails them largely as a means of self-support. Our school sends out every year some good piano teachers, and every year they come nearer to the standard of accomplished musicianship. For the mastery of the violin and other instruments played with a bow, they have not the same inducement, because only rare skill and talent command employment in that field. Yet the last year has shown some fair specimens of violin-playing among our pupils, and it seems to be becoming more an object of interest among them. Naturally the boys turn more to the reed and brass instruments which compose a band, and our band is capable of giving no mean delectation to an audience. It was never in better condition than at present, under the arduous and patient discipline of Mr. Reeves, who has to teach each part, each player, singly, involving a great exercise of memory. Now, with their new hall, of ample proportions, their proper home, in the new building, they will find sphere and encouragement for practice.

A feature, on which our music school can pique itself, is the degree to which the spirit of John Sebastian Bach permeates and tempers and refines the whole study and practice of the art. Our students of organ-playing, of which we have good examples,



make Bach's music their foundation. Our chorus singers love to sing old German chorals in his inimitable four-part setting, at once affording them the most spiritual and beautiful of service music, religious to the very core, and making them conversant with the very best examples of contrapuntal harmony, in which each of the four parts moves with a melody of its own, yet all interwoven into one. Our band, too, plays these chorals, the parts of the harmony being carefully distributed among the characteristic instruments. Moreover, among our younger students in piano-playing, some twenty boys and twenty girls give what they call a "Bach hour" every year, which costs them much instructive preparation, coupled with much true delight, in which each shows how carefully he or she has mastered and can perform some little piece, by no means very simple,—some prelude or fugue from the "Well-tempered Clavichord," some Invention, or Minuet, or Gavotte, or Sarabande; and they put their souls into them, for they have learned to love them with a love which cannot die out. Here is a germ of the purest art beginning to develop in these young musicians, touching their musical instincts from the first to finer issues. Such culture tells in the formation of a musical taste and character. And, before leaving the subject of musical culture in the school, we may take the opportunity to say that in music, if in nothing else, our post-graduate courses, yet in their infancy, and pleading for means and recognition, are begin-

ning to show fruits. One of our graduates, for whom the invaluable instruction of Professor Baermann was secured, Mr. C. A. W. Howland, has recently returned from three years' study at the conservatory in Munich, bearing the testimony of Rheinberger and other professors there, to his having taken the highest honors in every department of the study, and to the great joy of Mr. Baermann.

We are happy to say that our excellent corps of teachers and officers has been reëngaged, with the exception of Miss Caroline Emery, of the literary department, and Mr. George J. Parker, teacher of vocal music. Miss Emery intends to enter the sanc-tum of matrimony, and declined a reëlection. Her place has been filled by the appointment of Miss Jessie L. Langworthy, a recent graduate of Smith College at Northampton; and Mr. Parker has been succeeded by Mr. George W. Want.

### 3. COMMENCEMENT EXERCISES.

These were held as usual in the Tremont Temple, in the afternoon of Tuesday, June 7, 1892, the president of the corporation, Samuel Eliot, LL.D., presiding. The eager and sympathetic audience overflowed the hall, and the interest with which the exercises were followed to the very end has been exceeded on no previous occasion of the kind. It may be said, too, in praise of the spirit and good judgment with which they were planned and carried through,



that no one felt them to be over-long. Dr. Eliot, on taking the chair, setting an example of brevity, said:—

*Ladies and Gentlemen, Friends of the Blind:*—We welcome you to the exercises of this afternoon. They are of the same nature as during the ten years that have passed away since we first assembled within these walls to celebrate the commencement of the institution. This is the eleventh time that we are here, and I daresay it is the eleventh time that many of you are here. At all events, I know that you come here this afternoon full of sympathy for these children; and they will feel, as their exercises go on from one stage to another, the presence of friends and the interest which I am sure you will both feel and express.

The papers of the next day gave vivid descriptions of the exercises in their order, from which we cull the following:—

While the audience was gathering, Henry R. W. Miles, one of the graduating class, played, for an organ prelude, Bach's great Fugue in G minor. Then the regular programme was opened with the overture to Auber's "Fra Diavolo," played by the school band,—played as everything the children do is done, so exceptionally well as to draw forth the heartiest applause. . . .

Dr. Eliot then presented two young maidens, who gave an illustration of reading by the touch. They were Florence Smith and Margaret McCarthy, pupils of different ages, who read selections suited to their degree of progress.

John Henley, Reuel E. Miller and Thomas Rochford, a trio of young boys, next gave an exercise in botany and zoölogy; standing in front of tables bearing a bean plant in various stages

of growth, specimens of sea weed, coral and a stuffed body and portions of the skeleton of an owl, each one, in turn, gave a little object lesson upon the materials at hand, speaking with the clearness and assurance which seeing children often fail to attain.

A duet for alto horns, from Bellini's "Norma," was most acceptably played by Edward D. Bigelow and Henry E. Mozealous.

An exercise in physiology, given by Lizzie Caulfield, Etta Walcott and Katie Dugan, was an exceedingly interesting presentation of the nature of the human nervous system, which they illustrated by wooden tablets bearing representations of the brain, spinal cord, etc., moulded in relief from clay.

The next number was a Sloyd exercise given by Emma Carr, Jennie Foss and Edith Thomas, the latter one of the four scholars who are deaf as well as blind. The first two little carpenters, standing at their benches, showed towel rollers which they had made, and explained how they had set to work with tools and measurements to produce the results. Little Edith's work was a paper-knife, the manufacture of which she explained with her pathetic finger language, which her teacher translated, and then the three small workwomen, with planes and saws and vises, etc., demonstrated in practice what they had previously explained, afterwards sweeping the shavings off their work benches with brush brooms, and hanging them back in their accustomed places, at which display of womanly neatness an old lady sitting in one of the balconies laughed aloud, to the amusement of all other interested spectators.

The first part was brought very prettily and musically to a close by a chorus for female voices, "Sparrows' Twitter," sung in sweet, clear voices, and with spirit and expression. In part second the little children of the kindergarten led off with a most

agreeable surprise; their contribution to the feast will be found under the head of "Kindergarten."

Following these came a quartet for male voices, "Farewell," of which both words and music were composed by Henry R. W. Miles. This was sung by Messrs. Mozealous, Hodsdon, Warburton and Robair, and was followed by the gymnastic and military drill exercise which yearly proves so attractive and even wonderful to the spectators. Henry R. W. Miles gave the valedictory, which was well thought out and clearly presented, and in which he realized that the class of which he is a member is only at the threshold of life, and urged that each do his part to make the world better for his having lived. Toward the end of the exercises the Rev. Andrew P. Peabody, D.D., presented diplomas to the following-named graduates: Edward David Bigelow, Henry Berton Hodsdon and Henry R. Webster Miles. The presentation was prefaced with the following words of tender sympathy and wise advice and exhortation:—

YOUNG GENTLEMEN:—I perform this office with very great pleasure. I appreciate the intense mental effort that has accompanied your work in order to attain the liberal education with which you go from us. I know that in your case it has been a more intense mental application than is ordinarily required of young men who are preparing to graduate as you do now. You have used your minds thoroughly and faithfully, else you could not be here to receive the honors you receive today. Let me beg of you to continue to keep your minds constantly active. Do thoroughly with your whole mind and your whole heart whatever you do. You have not slighted your

work in school. Whatever your work may be hereafter, do it well, and consider it utterly worthless unless you do it to the best of your ability. At the same time your minds are so open to a higher vision than that of the bodily eye, that you can see the right; you know the right, you know what your duty is. Never swerve one hair's breadth from what you know and feel to be right; and remember, if you do swerve ever so little, you take a wrong direction, and you will be likely to keep the direction you have once taken; and you know enough of geometry to know that two lines which form a very small angle diverge very rapidly, and if you take the wrong one, though ever so little ways from the right, you will soon find yourself a great way from the right. At times you have had your thoughts directed beyond this life to a higher and better one. You can make your life here as good as the life you look forward to in a higher world. If in the geometry of the Bible and the geometry of all true souls there could be one straight line from earth to heaven, it is the line of right,—right thinking, feeling and doing. And if there were nothing beyond this world,—I believe there is an eternity beyond,—the right way of getting through this world would be the same.

Take the right way, follow in that line, and your path will be one of constant and unceasing progress through this world and on to eternity.

It is with great pleasure that I present these diplomas, with the earnest greetings of the trustees, and, I am sure, of all the audience present.

May God bless and keep you.

The exercises came to an end with a chorus for all the voices, finely sung, but not so elevated and inspiring a composition as these same singers have on several occasions found so edifying to their audience,—one of those chorals of Bach, for instance, “How brightly shines the morning star!”

#### 4. POST-GRADUATE COURSE.

The trustees desire again to call attention to a need which has been mentioned in previous annual reports; namely, the need for the establishment and endowment of a post-graduate course.

Every year's experience shows that our curriculum should be enlarged and made more complete. Every year there are a number of blind young men and women who need the opportunity for more advanced study, in order that they may be well equipped to enter upon the active duties of life, or fitted for admission to the college or university where they may pursue a higher course of study with seeing classmates. For this purpose we need permanent resources for the employment of competent teachers in music and in literature. The additions made to the boys' music department give sufficient accommodations for this purpose, but a large music hall is needed, with a supply of instruments and other advantages which will enable our pupils to become thorough musicians and good scholars.

The present music hall is too small, being only sufficient to accommodate the inmates, without allowing room for an audience from outside, whose presence would be a stimulus and an encouragement to our musicians. Located in one wing of the boys' department, it is not easily accessible either from the girls' department or from outside. A larger hall directly accessible from the street, with an entrance

on one side for the boys and on the other for the girls, would supply a need which the growth of our school makes more and more imperative.

#### 5. BLIND DEAF MUTES.

The interest, which has been awakened by the progress of the four blind and deaf children under instruction, has brought new applications for the admission of others similarly afflicted, which we have been obliged to refuse for lack of accommodations. Experience and thoughtful consideration deepen the conviction that such children should not be taught apart from others, and subjected to interruptions which the visits and special attentions of friends and an interested public inevitably produce; but that they should be placed in the regular classes, and their education conform in all respects with that of the other pupils of the school. Special teachers will still be needful, but their office will become mainly that of interpreter to convey to the minds of the deaf blind the instruction which their classmates are receiving through the ear.

Persons suffering from this triple deprivation have been so few and so widely separated that no provision exists for their education, which, indeed, was considered impossible until Dr. Howe's success with Laura Bridgman demonstrated its practicability. With the increase of population the number of such cases has become considerable, and now the re-

peated appeals for help for these deeply afflicted ones make it a duty to consider the establishment of a department for the education of blind deaf mutes.

#### 6. FINANCES.

The report of the treasurer, Mr. Edward Jackson, herewith presented, shows in detail the financial record, which may be summarized as follows:—

Cash on hand Oct. 1, 1891, . . . . .	\$6,016.37
Total receipts from all sources during the year, . .	<u>198,831.51</u>
	\$204,847.88
Total expenditures and investments, . . . . .	<u>191,653.96</u>
Balance, . . . . .	\$13,193.92

The various funds have been managed with great care, and constant prudence has been exercised in all disbursements. The strictest economy has been practised in order to provide for the pressing demands upon the institution. The limitation in the income renders the restriction of the expenditures necessary in many lines where outlays might be made with the highest advantage to the scholars. If the means at our disposal were twice as large as they are, the work which the establishment would be enabled to accomplish would be of the greatest service to the cause of the education of the blind.

### 7. THE PRINTING OFFICE.

The printing office has been in active operation throughout the year, and has published the following list of books:—

Tennyson's Idylls of the King.	
The Sleeping Sentinel, . . . .	by Chittenden.
Sesame and Lilies, . . . .	by John Ruskin.
Captain January, . . . .	by Laura E. Richards.
Black Beauty, . . . .	by A. Sewell.
Turner's First Reader.	
Standard Braille Primer.	

Besides completing some musical work commenced the previous year, it has also printed a key to the Braille "Musical Notation," and the following pieces of music:—

Pleasures of May, . . . .	G. Merkel, Op. 81.
In the Beautiful Month of May,	G. Merkel, Op. 25.
Second Valse, . . . .	Benjamin Godard, Op. 56.
Gavotte Mignonne, . . . .	W. Goldner.

### 8. WORKSHOP FOR ADULTS.

This department has been steadily carried on as heretofore, giving employment to a number of adult blind persons, and the opportunity of learning a useful occupation to others. The need of increased patronage continues to be felt. The character of the work is guaranteed, and the patronage solicited for the benefit of the blind (who have so few industries

in which they can compete with the seeing) will therefore be found advantageous to customers even from the business point of view.

#### 9. LIBRARY BUILDING.

The special event of the year has been the completion of the new building for a library, which has long been urgently demanded, and providing increased accommodations for other purposes which the growth of the school requires. The new edifice has been erected on Fourth and H streets, and forms an annex to the main building, with which it is connected by two bridges.

The first story is occupied mainly by a gymnasium ninety-five feet long. It is fitted up with the best appliances for physical exercise, and has a broad gallery extending its entire length. Two dressing-rooms are attached,—one for the girls, the other for the boys. A commodious apartment has been arranged for the Sloyd classes of the girls' department, and the remaining space, which is of easy access from the kitchen, is devoted to storerooms, which have been greatly needed.

The second story consists of three spacious rooms for the library of embossed and ordinary books, with cases and drawers for minerals, stuffed birds and animals, and other specimens for object teaching; and a smaller fire-proof room for the preservation of valuable books and documents.

The upper story is appropriated to the music department, and contains a spacious apartment for a musical library and for band practice; a large teaching room and three smaller ones; a tuning shop provided with cases and drawers for models and tools, a workbench and other conveniences; and thirty-three small music and tuning rooms.

This is the modest, brief description furnished by the director of what he calls the "Library Building," planned by himself and Mr. Dennis A. Reardon, and erected under their immediate superintendence during the past year. It is of brick, of three stories, two hundred and thirty-eight feet long, running behind the whole length of the main building, with a spacious L on H street, and connected with the main building by two bridges of easy access and gentle slope. The work has all been done in a solid and thorough manner, and the internal fixtures put in, all at the surprisingly moderate cost, showing a true Greek economy, of about \$41,000. The three departments, gymnasium, library and music school, occupying the first, second and third floors respectively, now complete so far as rooms are concerned, amply and even elegantly equipped for use, are a feast to the eye of the visitor, as well as a comfort and a home to teachers and pupils in these branches.

The "three spacious rooms" of the library are really halls, ample, convenient and æsthetic. One of them, the largest, of open area, affords room for considerable gatherings, lectures, readings, meetings, etc., as it will show this afternoon, when it will be used for the dedication of the new building. Another is beautifully set with cases in black walnut, filled with books, not only the large collection of embossed books for the pupils, but well-bound volumes in the ordinary type for teachers and for reading to the pupils, forming a rich and choice collection of standard literature.



Here poetry, history, science, fiction, have each their proper cases. It was a surprise how many books had accumulated under the vigilant forethought of Dr. Howe, and subsequent additions. They had been stowed away in corners, piled upon the floor, hidden in chambers and closets, and almost impossible to find. Now all are arranged in beautiful, convenient order, and each is come-at-ible at once in the right place. And we find we have a really choice and representative library of about eleven thousand volumes; besides the cases and drawers of minerals, stuffed birds and animals, and anatomical models and various specimens for object-teaching. And a very solid fire-proof room, small but sufficient, gives a comfortable assurance that the records, archives and valuable documents of the institution are secure.

The provision for the musical department of instruction and of practice alone challenges equal admiration by its extent and complete equipment for its uses.

Descend to the ground floor, and you will find the gymnasium, which is ninety-five feet in length. It is admirably equipped with all the modern appliances,—at least all the best. A visitor from New York, an expert in gymnastics, waxed enthusiastic on sight of it, and exclaimed: "That is complete, perfect, and could not be better."

The members of the corporation, and the visitors who are present to-day, will have an opportunity to witness and judge of these new arrangements for themselves.

## IO. REPAIRS.

A number of necessary repairs and a few alterations have been made during the vacation. On the third floor a portion of the boys' workshop has been partitioned off so as to provide a separate room for Sloyd classes.

The removal of the music department to the new building left the rooms of the west wing of the second story vacant, and but slight changes were needful to fit them for their present use as dormitories. In two rooms, which will be used as a nursery, the old floors have been replaced by hard-wood flooring.

By the ample store-rooms provided in the new building a room in the basement has been vacated, and this has been converted into a lavatory for the younger boys. The old underpinning of the little boys' entry has been replaced by new, and the four adjacent music rooms have been made into one large apartment.

In the yard the paths and a part of the driveway and little boys' playground have been covered with concrete, and the premises have been made more accessible to the heavy teams which bring supplies, by finishing the driveway to Fourth street with block paving.

In the cottages of the girls' department the walls and wood-work of the first floor have been repainted, the pantries renovated and new sky-lights supplied.

## II. THE MATRON.

Miss Maria C. Moulton, who became Matron of the institution in 1853, from the first had Dr. Howe's confidence and was his judicious and faithful coadjutor in his work. She has been of essential service to the present superintendent. Her thoughtful and unfailing kindness has been of unspeakable worth as regards the comfort and happiness of the pupils; and, at the same time, her sympathy and help have been so freely given to her assistants and to the teachers, as to endear her to all who have in any way borne part with her in the administration of the school. She has much more than earned the rest which she is now taking. Her place could not be easily filled, and we trust that she will return with renewed strength and vigor to the charge from which she received temporary relief by the following vote of the trustees, passed July 1, 1892:—

*Voted*, That leave of absence for one year, with continuance of salary, be given to the matron of the boys' department, Miss Maria C. Moulton, and that the director be commissioned to assure her of the high esteem and warm regard in which she is held by the trustees, and to convey to her their hearty thanks and the expression of their appreciation of the invaluable services which she has rendered to the institution during the greater part of her beneficent life.

## I2. MR. AND MRS. BROOKS.

During the past year the institution has sustained a great loss in the death of Francis Brooks, who had been a member of the board of trustees since 1866, and who has been second to no one of his colleagues in valuable services. He gave not only time and money but himself to the work, bestowing upon it his warmest sympathy, his wise counsel, his whole-hearted coöperation in whatever could contribute to its prosperity and usefulness. He was among the foremost friends of the kindergarten, and offered to give it a site on his own grounds in West Medford,—an offer declined solely on account of its distance from the parent institution.

Before the close of the year we lost in Mrs. Brooks an equally kind friend and an assiduous helper in our work, as she was, like her husband, in every good work within their common sphere of beneficent action. She took a special interest in the kindergarten, opened her apartments to entertainments for its benefit, and gave to it the proceeds of the sale of her charming translation of "Heidi," which still remains a source of income. While performing numerous offices of love for the children under our charge, she established on her own premises a kindred institution for deaf and dumb children of tender years.

After the death of Mr. Brooks, the board of trustees passed the following resolutions:—

*Resolved*, That in the death of Francis Brooks we mourn the loss of a dear and honored associate and friend, whose large heart was in deep sympathy with the work of the institution, and whose long and faithful service in the many trusts and functions which have fallen to him among the duties of this board, has endeared him to every inmate and manager of the establishment, and made our intercourse with him a sweet memory for all our lives.

*Resolved*, That we extend to his widow and children our heartfelt sympathy in their loss, which is also ours, assuring them that the memory of the manliness, open-heartedness and generosity of their loved one will be ever cherished by his associates on this board.

*Resolved*, That the foregoing resolutions be entered upon the records, and that a copy thereof be transmitted to Mrs. Brooks and her family.

### I3. DEATHS OF MEMBERS OF THE CORPORATION.

Besides Mr. and Mrs. Brooks, the institution has lost during the year, by death, from the list of its corporate members, Waldo Adams, a man of inflexible integrity and of generous sympathies; Joseph A. Barker, one of the most benevolent and public-spirited citizens of Providence, R.I.; Mrs. Elizabeth B. Bowditch, who prized wealth for its large capacity of usefulness; John A. Brown of Providence, R.I., who made it his happiness to do good; T. O. H. P. Burnham, whose life work in behalf of the lovers of rare and choice literature created funds that will secure for him an enduring name and praise among public benefactors; W. W. Clapp, a public-spirited citizen, a successful journalist and a warm friend of our institu-

tion; Rev. Samuel A. Devens, till disabled by illness, a faithful Christian minister; Darius Goff of Pawtucket, R.I., whose ready aid was bestowed on every cause of humanity; Joseph N. Fiske, worthy heir of a high reputation for intelligence and probity; Miss Augusta Glover, who shared with her brother, an honored member of our board, a profound interest in its work; S. H. Green of River Point, R.I., whose loss is deeply felt; Herbert E. Hill of Somerville, a gallant field-officer in the war of the rebellion, and, in later time, distinguished in various official positions and in several departments of philanthropic service; Mrs. Anna A. Ives of Providence, R.I., well known for her philanthropy, as well as for the graces and virtues that leave a fragrant memory; Patrick Tracy Jackson, the liberal-minded and large-hearted merchant; Edward W. Kinsley, who left the memory of a kind heart and a useful life; William H. Long; Mrs. Caroline Merriam, noted for her benevolence, especially to the blind; George Owen of Providence, R.I.; Henry G. Parker, an enterprising editor, whose columns were open to appeals in behalf of any and every cause of suffering humanity; Mrs. Sarah Potter of Providence, R.I., a friend and helper of the blind; Mrs. John Simpkins, full of good works, and especially thoughtful for the well-being and well-doing of the inmates of our kindergarten; Mrs. Robert C. Winthrop, whose wise counsel and extended influence largely enhanced the worth of her open-handed charity; and Miss Susan Weld, nowhere more be-

loved than among those whose want, privation and suffering it was her happiness to relieve.

All which is respectfully submitted by

EDWARD BROOKS,  
JOHN S. DWIGHT,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
ANDREW P. PEABODY,  
EDWARD N. PERKINS,  
WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## DEDICATION OF THE NEW LIBRARY BUILDING.

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After the annual meeting of the corporation, on the afternoon of Wednesday, October 12, the members were invited to one of the halls of the new library, where simple dedicatory exercises were held.

Dr. Eliot, in a brief and informal opening address, spoke of the many times of late, in which they had been summoned to celebrations at the kindergarten, the child of this school, and now they were assembled to share the enjoyment of the parent institution in dedicating this new library, which forms a very important branch of the establishment. And in this celebration he felt that they were also commemorating the four hundredth anniversary of the discovery of America, for the exact date was October 12, instead of October 21, which has been accepted as "Columbus Day." When a boy of fifteen years he first became acquainted with Dr. Howe and this noble work in which he was then engaged. From that time he had felt a deep interest in the success of the institution, and it was a great pleasure to be present at these exercises.

A concerto, played by H. R. W. Miles, was followed by the reading of a selection from Ruskin,

by Lizzie Caulfield; and "The Hero,"—Whittier's tribute to the brave, chivalrous and philanthropic character of Dr. Howe,—by Matilda J. Boyle.

Then came a duet for the cornet and clarinet, played by H. R. W. Miles and J. Walsh.

In his essay upon "The New Library," Henry Mozealous considered it as a teacher that "supplies us with information and makes us acquainted with the wonders of creation," and "with this knowledge of the world of nature and the world of thought, we ought to be well equipped to enter upon our work in the world of man." Regarding its sources of instruction with closer attention, he says of the books: "Rows upon rows of them, seeming dark and silent until we open them, and then how different! Each volume has some new thought or lesson to disclose." Passing from the library of books, with its treasures of enjoyment for the children and of interest and delight to the student and scientist, he next considered the museum, with its collection of animals and its specimens of woods, vegetables, flowers and fruits, of rocks and metals, and of models for the study of anatomy and physiology. Here, in a single sentence, he unconsciously revealed the necessity to the blind of the object teaching thus afforded, and its mental and spiritual value: "As we walk among the wonderful products of nature, we feel the sublime presence of our maker and an impression comes over us that God was never so near as he is among the manifestations of his power and love." The essay closed

with the hope that the pupils may never show themselves unworthy of the great gift, but put it to the best use, — realizing that increased opportunities bring increased responsibilities."

A glee, Mendelssohn's "Students' Song," was sung by the boys; and a class of little girls gave a pleasing exercise on fruits and vertebrates, in which Edith Thomas took an equal share with her classmates. Pinsuti's "Three Charms of Life" was rendered by a choir of girls, and the following essay was then read by Mary H. Hoisington:—

#### A GREAT NEED SUPPLIED.

It is with hearts full of gratitude that we, as a school, greet this dedication day, and rejoice in the sunshine it brings. It is indeed a day of promise, which opens for each one of us the portals of a larger, richer life. In this new building a long-cherished wish has found a most beautiful fulfilment,—a dream has become a reality. This completed structure stands as an illustration of the noble aims of the education of today. Its gymnasium, Sloyd room, library and music rooms, provide for the symmetrical development of the body, mind, and soul.

As the health and strength of the mind must ever depend upon the health and vigor of the body, it seems most appropriate that the gymnasium should form a part of the solid foundation of this building, and thus strengthen and support the library; and that, still higher, in the music rooms, the more ethereal part of our nature should find expression.

It is only when we contrast the present with the past, a rich supply with a great need, that we fully appreciate the blessing which is ours today. Our gymnasium lacks nothing which nature and modern science can contribute toward the attainment of health, which is the object of all physical culture. First in impor-



tance is the sunshine, which nature here bestows in lavish measure, to which is added the blessing of free space and apparatus sufficient to meet the demand of latest theories concerning the harmonious development of the physical organism.

The dressing-rooms, which join the gymnasium, are an improvement, which we would not forget to mention in contrasting a past need with a present supply.

I am sure that all those girls who formerly studied Sloyd in a basement room, which had to do duty for four or five rooms instead of one, would gladly testify of their comfort and pleasure in a new Sloyd room, which is so perfectly adapted to the purpose for which it was designed.

The dearest spot in all the building to most of us, I think, is the library, and how great was our need of it! The old library rooms had become so crowded that many of the books were unavailable for common use, and when new books came to our institution from distant printing-presses they could not be unpacked because there was no library space for them, while a place for new books from our own press could be secured only by the stowing away of older ones. We had therefore reached the point where a new library seemed imperative.

For us, who are fond of reading, it used to be hard indeed to know that there were books in print which we could not enjoy, and that even some of our old friends, with whom we would like to have a chat, were quite inaccessible.

Now, as we enter the library our book friends are all around us, ready, and waiting our choice, any one of them to be had for the asking, and there is none of the old delay in searching for them.

We know that all of our books have been most carefully selected, and that the library is thus a treasury of some of the choicest productions of the literary world. Such books as these cannot fail to be teachers as well as friends, and to make our lives better and richer for having read them.

One of the strongest desires in the heart of the founder of this institution was, that the pupils should have a library of easy ac-

cess, where the best books could be freely obtained at any time. Now we feel that in the wealth of the present resources of the library his noble wish has found fulfilment.

The room adjoining the library, which is devoted to the interests of science, is deserving of special mention. The fine models and specimens which it contains are of greatest service to us in making the path of scientific knowledge a smooth and pleasant one.

And now, what shall we say in acknowledgment of all that has been done for us in the erection of this new building, so complete in every part? In behalf of the whole school, I would offer to our director, trustees, the members of the corporation, and all who have so kindly aided in the work which is here represented, a deep and sincere expression of loving gratitude and appreciation.

The brief and appropriate words of Rev. A. P. Peabody were followed by selections from Bach and Heinecke, given by the brass band, which ended the exercises.



## THE REPORT OF THE DIRECTOR.

---

I saw eternity the other night,  
Like a great ring of pure and endless light,  
All calm as it was bright;  
And round beneath it, time in hours, days, years,  
    Driven by spheres,  
Like a vast shadow mov'd.

— VAUGHAN.

### *To the Board of Trustees.*

GENTLEMEN: — At the close of another year — the sixtieth in the history of the school — it becomes my duty to submit to you the customary report of the director on the work and condition of the institution, together with such views, suggestions and recommendations as in my judgment call for consideration and action.

The year has been characterized by constant growth and continuous prosperity in the school, and by efficient service on the part of the teachers and employés.

The facts and deductions herein presented show, that the objects, for which the institution was established, have been prosecuted with earnestness and success, that good progress has been made, and that, though we have never had reason to complain of neglect or indifference on the part of the public, the interest manifested of late by the community at large in the education of the blind has been stronger than ever.

### RECORD OF GROWTH.

Then their numbers swell  
And grow upon us.

— SIR J. DENHAM.

The institution has just completed its sixtieth year of actual work, and it is not inopportune to note on this occasion its growth and prosperity.

Organized in the year 1832 at the residence of Dr. Howe's father on Pleasant street, with six pupils, it has continued to increase steadily both in size and capacity. It occupies now, or will do so in less than three months, ten separate buildings, and has an enrolment of 210 blind persons. Of these 157 are in the school proper at South Boston, 37 in the kindergarten at Jamaica Plain, and 16 in the workshop for adults.

During the sixty years of the existence of the establishment 1344 blind persons (800 males and 544 females) have been admitted and have received its benefits either as pupils or as apprentices. Of these 1076 are living as far as known, and 268 have died.

### HEALTH OF THE INMATES.

The surest road to health, say what they will,  
Is never to suppose we shall be ill.  
Most of those evils we poor mortals know  
From doctors and imagination flow.

— CHURCHILL.

I am happy to report, that during the past year the standard of health has been far above the average in



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every department of the institution. Indeed, it has been exceptionally high.

The arrows of death have not been sent among us, nor have any cases of contagious disease or of serious illness occurred. Even the ordinary ailments to which children and youth are more or less subject, have been few in number and mild in form.

The enjoyment of good general health to such a remarkable degree, together with entire exemption from serious maladies and epidemics, which have been quite prevalent in the community around us, during the months of winter and spring, is a cause of sincere congratulation, and we cannot be grateful enough for it.

### SCHEME OF EDUCATION.

Heaven is not reached at a single bound ;  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round.

— HOLLAND.

Our system of education is constructed with a view to meet the principal wants and special requirements of the blind.

It is broad in its scope, comprehensive in its character, rational in its methods and practical in its purposes. It is based on scientific principles and embraces an harmonious combination of physical and mental exercises with moral and æsthetic culture. It starts with the kindergarten and advancing step by

step reaches the upper branches of study which are taught in the high schools of New England.

The development of bodily strength and manual dexterity, the nurture of the mental powers, the refinement of the æsthetic sense, the improvement of manners and morals, the inculcation of principles of honesty and truthfulness, of industry and uprightness—all these are included in our curriculum and receive due attention.

The aim and end of this scheme of education is to train the pupils thoroughly and develop their best possibilities, to awaken their aspirations and stimulate the healthful throbings of their souls, to encourage them in their attempts at achievement, to foster in them self-reliance, which is the greatest quality of true manliness, to arm them adequately for the struggle of existence, and to open to them new vistas of hope.

There are five separate departments in the institution, wherein this system of education is carried on, and a cursory review of the work, which has been accomplished in each of them during the past year, seems to be in order here.

**DEPARTMENT OF PHYSICAL CULTURE.**

A frame of adamant, a soul of fire,  
No dangers fright him, no misfortunes tire :  
O'er love, o'er fear extends his wide domain,  
Unconquered lord of pleasure and of pain.

— JOHNSON.

Viewed from every standpoint, physical exercise is of unsurpassed value. Its importance cannot be overestimated. It constitutes the ladder which leads to the heights of organic health and structural amplification. It holds the master key to harmonious development. According to Cicero, it is this alone that supports the spirits and keeps the mind in vigor. Watts considers it as very alluring to the understanding. Blair characterizes it as the chief source of improvement for all our faculties. Jules Simon avers, that morality gains by it.

In a well arranged school curriculum physical culture occupies a very important place. It is the corner-stone, upon which the superstructure of an efficient system of instruction and training can be securely based. It is the tillage and husbandry of the subsoil, from which the intellectual and moral faculties draw the needful sap for their nourishment and growth. Without it no educational establishment can do its work properly. For unless the tabernacle of flesh be made sound and strong, the indwelling mind cannot be kept vigorous and alert, ready to seize on every present seeming advantage and able to soar to the stars.

Green herbs will not in sandy deserts flourish,  
Nor summer flowers in snowy mountain's rifts.

But, if adequate provision for bodily exercise is deemed so essential to schools and seminaries for seeing youth, in those established and maintained for the special benefit of the sightless it is demanded with tenfold urgency. Indeed it is not only appropriate, but absolutely indispensable. The reasons are obvious.

The blind as a class are deficient in stamina and wanting in muscular strength and endurance. In most cases their physique is undermined by the original cause of their infirmity, or by the sedentary habits superinduced by it. They lack vital force. Compared with ordinary boys and girls of their age, they are pale, puny, flat-chested, timid and languid. They are averse to locomotion. Their blood is propelled sluggishly, because they are disposed to be inactive. Their moral qualities of courage, self-reliance and joyfulness are far below the average standard. When they enter school some of them are so inert physically as to be incapable of engaging in any occupation, while others are both unable and unwilling to apply themselves continuously. The springs of life are weak in them. The functions go on feebly, and when obstructed or deranged, they recover themselves with difficulty.

Such is in general the physical condition of the majority of sightless children and youth. The picture presented by this description is far from being



pleasing; nevertheless it is a true one. It is neither overdrawn nor made a shade darker in color than it really is.

Now the principal task and most solemn duty of those entrusted with the care and training of the blind, is to devise ways and means and to adopt proper methods for remedying these defects as far as they are curable, and for putting the corporeal frame of the sufferers in a healthy state and good working order. This is the chief point of the business, and on it their thoughts and energies should be sedulously concentrated.

Of all the instrumentalities, which can be employed to compass this end, physical culture is unquestionably the surest and most effective. It is only by means of this potent agency that structural imperfections and flaws can be repaired, the ground freed from injurious weeds and noxious plants, and the foundations for the full and complete development of the mental and moral faculties laid. Upon it depends mainly the success of all other educational methods. Without its aid the blind will scarcely be able to reach the highest degree of general improvement, which it is possible for them to attain. Hence a school built for their benefit, yet not possessing either a well-fitted gymnasium or sufficient grounds for outdoor exercise, is a sort of intellectual and moral hot-house, with nothing to prevent the diversion to the brain of the nourishment, which should go to muscles, nor to check constitutional debility,

morbid tendencies, mental frivolities and unhealthy activity of the imagination.

Physical culture constitutes an integral part of our school work, and receives that attention which its importance as the foundation of our scheme of education deserves.

Each class at a stated hour on four days of the week repairs to the gymnasium, and all perform their part in systematic and methodical exercises prescribed and conducted by trained and specially educated teachers. The pupils become healthy and strong thereby and they are better prepared for study and mental exertion.

The new gymnasium, which was finished in time to be used during the greater part of the past year, is a great improvement upon the old one. It is much larger and better adapted to its purposes. It is adequately equipped and amply supplied with appliances and apparatus of the best and newest design.

The system of bodily culture herein pursued is based on hygienic principles, and is the result of study of the human organism and of the laws governing cause and effect. The various exercises comprised in it are carefully selected and arranged, and are calculated to give suppleness and muscular power and to exert a vast influence on the organs employed in the vital processes of respiration, circulation and nutrition. They are carried on with great prudence and enthusiastic earnestness.

The work done in the gymnasium cannot be

praised too highly; nor would it be an exaggeration to say that very few educational establishments have a course of bodily training so judiciously arranged and so wisely administered. Yet granting the value of the Swedish, the German, the Delsarte and other systems of physical culture, it is still true, that they must be supplemented by abundant exercise obtained in the open air under the "shining of the sun whereby all things exhilarate," and in the midst of those pure and animating atmospheric influences, which are more or less excluded from the solid piles of brick and mortar. Nature's broad palæstra arched by the span of heaven is in every respect far superior to those constructed by the hand of man; and though the grounds adjoining our buildings are somewhat contracted, we prize them very highly as affording opportunities for sporting, gambols, and innocent frolic.

Reason and experience combine to show, that the salvation of the blind depends mostly upon the removal of the natural disadvantages with which they are encumbered, and upon the restoration of their physique to a normal state or to something akin to it. Much of the healthy, buoyant elasticity of mind for which the ancient Greeks were remarkable, as well as for the active and beautiful general development, in which no other race has ever equalled them, was due to their love and practice of gymnastics. Of course, no rational person would deem it possible to produce models of youth and manhood approach-

ing the classic ideals merely by strict adherence to the methods, which the Greeks pursued in creating them. Considering the nature of the materials which we have to deal with, it would be preposterous even to dream of this. Nevertheless, if our pupils devote themselves with soul and heart to the exercises which are prescribed for them both in the gymnasium and on the playground, and take a genuine interest and unalloyed pleasure in their performance, who can doubt, that they will obtain thereby everlasting benefit, and that they will secure that degree of amelioration in their physical health, of which they are in absolute need, and which is a condition *sine qua non* for the success of anything that they undertake to do?

#### LITERARY DEPARTMENT.

How empty learning, and how vain is art,  
But as it mends the life and guides the heart.

— YOUNG.

I take great pleasure in being able to report, that this department has done excellent work during the past twelve months, and that its plans and processes have been in touch with the best ideas that obtain in the educational field.

The course of study remains substantially the same as in the immediately preceding years; but changes and improvements in some of the details have been made from time to time.

There has been a constant endeavor to interest the



pupils more deeply and practically in the work of the school. Great care has been exercised in the adoption of new modes of instruction and in the selection of auxiliary apparatus. Trained and reliable teachers have been secured so far as possible. Needed additions to the collection of tangible appliances have been procured promptly and without stint. Embossed books of a higher order have been coming from our press, and nothing has been omitted or overlooked which would help to banish from the class-rooms the tedium and monotony of barren formality, and render them pleasant and attractive.

The work of reform, inaugurated by Dr. Howe, has been going on quietly but uninterruptedly. The fundamental principles, enunciated by Rousseau and put into practice by Pestalozzi and Froebel, have been fulfilling their holy mission and bearing fruit. Irrational, unphilosophic and repelling processes have been giving place to rational, scientific and enticing methods. Learning by heart the contents of textbooks and repeating them parrot-like have been strictly avoided.

Superfluous branches  
We lop away, that fruit-bearing boughs may live.

The truth that to educate is not to pour in information but to draw out and discipline the mental powers, has been fully recognized and acted upon by the instructors. As a general rule the pupils have been led to do independent work and to rely upon

their own exertions. Instead of being kept in leading strings, they have been encouraged to use their faculties and to depend upon their own resources.

This statement fairly applies to both sections of the school, but it refers with absolute fitness and special emphasis to that of the girls. Here Wordsworth's exquisite advice,—

Come forth into the light of things;  
Let nature be your teacher,—

has been readily heeded and diligently put into practice. Here the pupils are drilled to deal with realities and not with abstractions. Here they are taught to know things as primary facts. The plan of their training is natural and appropriate to the subject under consideration. It is neither arbitrary nor confused and misleading. It consists of frequent excursions into the wide field of external objects and of a series of explanations made by referring to first principles. It is pleasing and fascinating to the whole mind. It is the calling into activity of all the intellectual powers which the scholars are mature enough to use. It fosters the development of individuality and the desire for research and leads back to the rational methods of nature, which is the best, the most sagacious and the wisest of teachers.

For this state of things great credit is due to the principal teacher, Miss Della Bennett, and to every one of her associates and assistants. These young ladies are eminently fitted for their places and do

most excellent work. A cheerful disposition, a desire to be of service, exemplary devotion to their profession, marked ingenuity and untiring energy form an essential part of their equipment. The earnestness with which they discharge their duties amounts to enthusiasm. Thoroughly imbued with the principles that underlie the policy and purposes of the institution and strictly loyal to its management, they coöperate heartily with the latter in all matters pertaining to the improvement and welfare of the pupils. To learn the secret spring of action in each of the scholars, to touch that spring and lead the awakened mind to earnest effort and attainment, to lift the soul from the plane of low desires and direct the attention to that which ennobles and refines, to enable the blind to make the most and best of their remaining faculties, is the work which our school is called to perform, and these ladies do it with all their might and in a most satisfactory manner.

Of the success of their efforts there is no lack of evidence. Persons of superior intelligence and of wide experience in educational matters, who have visited this department and witnessed the exercises of most of the classes, have repeatedly expressed themselves either *vivâ voce* or by letter as being highly pleased with the naturalness and excellence of the methods of teaching, or struck with the originality of thought evinced by the scholars in their recitations. This testimony, coming as it does from competent judges and given voluntarily, is peculiarly satisfying.

The legitimate function of our school is not only to make the recipients of its advantages rational beings, by developing and training their intellectual faculties, and by teaching them habits of correct thinking and cultivating in them the capacity of weighing evidence and forming sound judgments, but also to improve, enlarge and strengthen the ethical side of their nature. Hence *pari passu* with the advance in mental growth has gone the cultivation of the moral sense and the inculcation of such principles as help to mould true character, to quicken the conscience, to render each of the pupils ruler of his spirit and to enable them to act for themselves with wisdom, purity and justice.

One of our graduates of the class of 1887, Mr. William Beard Perry of New Bedford, whose admission to Amherst college without a single condition was recorded in these reports four years ago, completed his academic course, crowned with honors, and took the degree of A.B. last June. Mr. Perry is a young man of exceptional character, uncommon intelligence, thorough scholarship and high attainments. In a class of ninety-three seeing students he was the first scholar,—*primus inter pares*. The beneficent effects of his coëducation and constant association with seeing young men are conspicuously noticeable in his ways of thinking and acting, as well as in the qualities of frankness, openness and directness, which characterize him in all his relations, and in which many of his fellow-sufferers are more or less wanting.

Stalwart in form, vigorous in health, prepossessing in appearance, genial and delightful as a companion, gentlemanly in manners, earnest and untiring in effort, and determined in purpose, Mr. Perry has a most promising future before him. Whatever may be his chosen profession, it is safe to predict, that he will be an honor to it, a credit to the institutions at which he was educated, a source of comfort and pride to his parents, and a shining light among his brethren in misfortune.

Only one change has occurred in the corps of instructors during the year. Miss M. Caroline Emery, who had occupied very acceptably a position as teacher since the 1st of December, 1890, declined a reëlection at the close of the school term for the purpose of entering the holy estate of matrimony. The vacancy was filled by the appointment of Miss Jessie L. Langworthy, a recent graduate of Smith college.

#### DEPARTMENT OF MUSIC.

There is a charm, a power that sways the breast,  
Bids every passion revel or be still;  
Inspires with rage, or all your cares dissolves;  
Can soothe distraction, and almost despair.  
That power is music.

— ARMSTRONG.

This department continues to hold a most prominent place in our system of education, and the pupils in it have done very good work during the past year.

The instruction herein given in the various branches of vocal and instrumental music is thorough

and comprehensive, and exerts on the scholars a powerful and refining influence, which is of inestimable value to them.

Music is studied both as an intellectual pursuit and as a fine art. In the former capacity it helps to develop the mind, strengthen the memory and quicken the faculties, while in the latter it aims to create a love for the beautiful, to foster a power of self-expression and self-control, to discipline the emotions, to invigorate the moral nature, to stimulate all the perceptions and to form the taste.

The following statement, prepared by the teachers at my request, shows, that the work of the music department has followed lines similar to those of preceding years :

In recognition of the fact that music is a source of great pleasure and profit to the blind, and in accordance with the natural desire on the part of parents that their children shall receive a musical training, each pupil is given a thorough trial until, in the case of those who lack the requisite talent, it becomes evident that to prolong the course would result in disappointment. Those who show the necessary talent are trained from the beginning with reference to the two-fold responsibilities of teacher and performer. It is rigidly exacted of them that they be ready to play at a moment's notice any and all of the music that they have learned, and as a test of this ability, frequent review recitals are held, at which a piece is selected at random for performance. By this means, those who are otherwise well-fitted, are prepared to give lessons to such seeing pupils as apply for instruction, and gain thereby valuable experience in teaching.

The position of church organist offers an attractive and remunerative occupation for the blind, and the numerous instances of



successful achievement in this field have induced us to give special attention to the preparation of our pupils for this work. A variety of masses, anthems, hymn tunes and other church music has been carefully memorized and practised with hopeful results.

A class in composition has been graduated, the members of which have shown considerable talent in the writing of pieces in the higher species of composition as well as in the ordinary dance forms.

There has been the usual demand for the services of our pupils in concert work, and some have filled positions in church choirs for longer or shorter periods.

One of our graduates went last summer to the island of Jamaica, in search of employment as teacher of music, and still another has returned from Europe after three years of successful study in Munich. It may be noted here, that Rheinberger, the famous organist and composer, was pleased to commend the thoroughness of the instruction which his pupil had received during his course here.

Increasing use has been made of the music in the Braille notation both for vocal and instrumental purposes.

During the year there were 106 pupils connected with the musical department, of whom 88 practised singing in six different classes, and 21 took private lessons. The number of those studying the pianoforte was 82, of whom nine were found to be lacking in talent, and after a fair trial were dropped. Eight studied the organ, and 32 pursued the subjects of harmony and composition in eight different classes. Thirteen studied the different brass instruments, and seven others had a trial on the same but were unsuccessful. Ten practised on the clarinet, 2 the flute and 7 the violin. Thirty studied the history of music and musical literature.

This statement gives an idea of what has been done in the musical department during the past year, of the extent of our course of instruction, and of the general principles on which the work is conducted.

Our pupils are carefully trained both in the technic and in the science of music. While they learn how to play or sing, they acquire also a knowledge of the history of the art, of its meaning and object, of the philosophy of its organic structure and of the æsthetic elements that underlie it. In other words, they are taught to deal in scientific principles, to classify and arrange these in a systematic manner, and to apply them to the actual production of anticipated results.

The study of the theory of music is considered of paramount importance, and due attention is paid to it. The main object in all efforts is to secure thoroughness and not mere effect, to make well-trained musicians rather than brilliant performers, interpreters rather than copyists. But, in order to attain a high degree of artistic refinement and critical taste, the pupils must have, in addition to the best external advantages, a heart and an imagination within. As Vauvenargues expresses it,—

Pour avoir du goût, il faut avoir de l'âme.

The art of teaching music is making rapid strides in the right direction. The old methods, which aimed chiefly at the acquisition of a perfect but soulless *technique* by means of long and dreary practice and of finger tactics, are relentlessly condemned by all enlightened and able instructors, as tending to dwarf the mind and kill the spirit. In these days the most successful teachers are those who keep pace

with progress and know how to put vital interest into their subject, how to develop and train the musical susceptibilities of the students, and how to cultivate a love for the art and an intelligent discrimination with regard to it. Genuine interest and advancement in music go hand in hand, and both are measured by the pleasure and enjoyment taken in its study.

In order to give the pupils that broad and substantial musical culture which includes much more than the mere ability to play or sing mechanically, opportunities for their attendance upon concerts, recitals, oratorios and operas of a high order of merit have been eagerly sought for, and liberally granted to them. At a large number of fine performances the doors have been freely opened to them, and they have been everywhere received with considerate kindness and evident pleasure. For these favors, as well as for several excellent entertainments given in our own hall by musicians of great merit, we are under lasting obligations to the eminent artists, and to the societies, proprietors and managers, whose names are gratefully recorded in the list of acknowledgments.

But, while there is no lack of appreciation of these advantages nor want of demand for their increase, we should not lose sight of the fact, that the best and most efficacious theoretical and practical training in the art of the "accord of sweet sounds" is far from being all sufficient in itself to bring our graduates into close relations with people of character and re-

finement and secure for them a place among the better classes of society. For the accomplishment of this end, in addition to a certain degree of excellence in their profession, they require the stimulus of keen sensibilities and that peculiar power of a thoroughly developed and well-informed mind, which alone can vitalize and fructify all special attainments. Hence the study of music must ever be inseparable from that liberal general education, which insures intellectual poise and vigor, and which is the only substantial basis of a high art product. The need of a broad culture for a musician is universally acknowledged. The teacher or performer cannot be disembodied from the man, and the latter must be learned and many-sided. His outlook must be infinitely wider than the horizon of his practising room. It is absolutely necessary for him to be in touch with the scientific thought and familiar with all the social problems and moral movements of his time. He must possess a large fund of general information, and be able to talk intelligently and accurately on topics not connected with his profession. He must be versed in mathematics, in philosophy, in history and in what is best in literature, so that he may think precisely, judge correctly and decide wisely. The blind person who starts out with the idea, that music is all to him, and that it is a waste of time to quit the piano stool and devote a part of every day to other studies, will become a sad victim of monstrous onesidedness and a pitiable specimen of an artistic fool. Moreover, let it

be remembered, that those alone revel in all the delights of the art divine, who do not pass into them through the outer gate of emotional fancy and technical drill, but approach them through the intellectual door, which leads to their inner courts.

During the past year four new Knabe piano-fortes and several clarinets have been added to our collection of instruments, which is frequently replenished and enlarged.

There has been no change in the corps of resident instructors; but it is with deep regret, that I am obliged to report the retirement of Mr. George J. Parker, the well known tenor singer and artist, from the position of principal teacher in vocal music, which he occupied in our school during the last six years. Mr. Parker is a very great loss to us. Aside from the excellence of his work and the superior character of his methods of teaching, his connection with the institution has been very advantageous and exceedingly valuable in various other ways. He took a real interest in his pupils, and when occasion seemed to require it, he used his personal influence freely to promote the welfare of those among them who were in need of his help. Every year he gave a series of fine concerts in our hall, assisted by some of the distinguished members of his profession, who were willing to respond readily to his calls and volunteer their services. His extensive acquaintance among the leading musicians of Boston enabled him to bring to their notice the nature of the work of this estab-

lishment, and correct some of their mistaken views in regard to the capacities of our scholars. Mr. Parker's resignation was wholly due to the increasing demands on his time. Mr. George W. Want, a tenor singer who possesses a sweet voice, has been appointed to fill the vacancy.

Before taking leave of this topic, I deem it my duty to lay aside all personal considerations and indulge in a few remarks on the exact state of things in this department. The true interests of the school render it imperative that I should do so.

This department offers superior opportunities for the study and practice of music. Its new quarters are unsurpassed both in the amount of conveniences and the quality of accommodations. Its work is carried on by a corps of faithful and well-trained teachers, and its facilities for furnishing a thorough musical education are not equalled by those afforded in any kindred institution. Yet, with all these advantages, it is not nearly as strong and perfect as it should be. It lacks that directing power and enterprising spirit which are indispensable to steady progress. It is moving on languidly and not marching forward vigorously. The propelling force of enthusiasm is absent from it. Evidently it needs complete reorganization and reconstruction, otherwise it cannot keep abreast of the times. The staff of instructors should be strengthened by the addition of persons of undisputed ability and high professional attainments, who would infuse new life and energy into its composition.



Moreover, the girls' section of the music department should be entirely separated from that of the boys, and placed in charge of a musician of broad views, liberal education, executive ability, active temperament and acknowledged standing among the leading members of his calling. I am aware, that these changes and improvements will involve a still further increase of expense, and the latter is already very large; but I hope, that they will come to pass ere long, and that their execution will not be indefinitely deferred for want of the requisite means.

#### TUNING DEPARTMENT.

The wakeful bird  
Sings darkling, and, in shadiest cover hid,  
Tunes her nocturnal note. — MILTON.

This department has opened a wide door to the activities of our graduates and enlarged the circle of their employments and profitable occupations.

Both in Europe and in this country the blind have proved, that they possess peculiar qualifications for tuning an instrument, endowed as they often are with the fine discernment and delicate ear and touch so needful in this work.

A large number of our graduates are engaged in this field of labor, and there is ample room for many more. Nor is there any danger of its being contracted or narrowed in the immediate future. On the contrary, there is a most promising prospect for its enlargement. As the country grows in prosperity,

and the study of music becomes more universal, and piano-fortes and organs are in more general use, there will be an increasing demand for competent tuners.

Tuning is an art in itself. The manual work required in its performance is calculated to render it healthful, and as it demands some mental application, there is much to interest and reward the laborers with the satisfaction of immediate results.

For the study of this art the institution affords unrivalled opportunities. Nothing seems to be wanting either in the arrangements for teaching or in the equipment of the department. Theory and practice go hand in hand. Thorough and systematic instruction is regularly given by persons of long experience and marked ability, and there is a sufficient supply of tools, models and mechanical appliances. The apprentices are provided with the necessary facilities for acquiring a knowledge of the construction of a piano-forte, and become familiar with the anatomy of its complicated action, through which the impulse of the finger on the key is transmitted to the vibrating strings. They also study the properties and effect of musical sounds, and are more or less acquainted with the laws of acoustics. Moreover, the great number of instruments, which belong to the establishment and are in constant use, enable the learners to apply their knowledge as fast as it is obtained.

Of the thirteen pupils who received instruction in tuning during the year, three graduated at its close.



The pianofortes of the public schools of Boston (which have increased from 128 to 161) are still intrusted to the care of our tuners, who have also a considerable amount of patronage from some of the best families of the city and of the suburban districts within a radius of ten miles.

The success of the graduates of this department is a convincing testimony to its practical value to those who complete the course of instruction therein given. In this are now included lessons on the tuning of reed organs by a special teacher.

Almost without exception, our graduates are doing well, and one of them, who has recently established himself in Worcester, has just been awarded the contract for tuning the pianofortes in the public schools of that city.

This department has been removed to its special section of the premises provided for the music department in the new building, where it now occupies eight rooms for the practice of tuning, and a large and commodious shop, 18 x 24 feet in dimension fitted up with all the necessary conveniences and furnished with the materials required for repairing. Its supply of models is to be largely increased by the addition of new ones. Steps have already been taken for the accomplishment of this purpose, and we shall soon have a complete set of models of the actions of all pianos made by the leading manufacturers of the country.

Several pianofortes for the practice of tuning have

been added to our stock of instruments during the year, including one new upright. The latter is much appreciated here, for it gives the learner a kind of training needful in his future work, but which is only imperfectly afforded to him, if his practice is confined exclusively to old and worn instruments.

#### DEPARTMENT OF MANUAL TRAINING.

No man is born into the world whose work  
Is not born with him; there is always work  
And tools to work withal, for those who will;  
And blessed are the horny hands of toil. — LOWELL.

The experience of the officers of this institution has convinced them that manual training is an educational agency well adapted to practical ends, and also to the purpose of developing mental power and of preparing the way to useful occupation, which is "the armor of the soul."

If the main object of the school be to fit and equip the pupils for the activities of life, this end cannot be attained by developing the mind exclusively. For in most of the pursuits, in which men and women engage, the hand must often come to the assistance of the brain, and must be employed in practical uses for which skill is necessary. Even to the most intellectual among the pupils, the power over inanimate things which is gained by manipulation, together with a knowledge of the proper way to handle tools, will be of great advantage.

In view of these facts, manual training continues

to receive special attention in our school. It is classed among the prime factors of our system of education. Like physical culture, it is an integral part of our curriculum and not an annex to it.

Of all the educational systems of manual training sloyd seems to be the best and most suitable for our pupils. It is the thing which we have been seeking for a long time. It is the ladder which leads from the elementary manipulations and simple exercises devised by Froebel and his disciples up to technical skill and mechanical dexterity. Its claims of superiority are firmly established by actual experience and not merely by *a priori* reasoning. Its chief purpose is not to produce useful articles of carpentry and joinery, but to educe the latent aptitudes of the learners and to form human beings of higher usefulness and greater potentialities. It is the kindergarten keeping pace with the physical, mental and moral needs as they are unfolded in the growth of the children. It fosters a love of labor and an appreciation of industry and persistence. It promotes self reliance, and creates respect for honest bodily toil. It instils a taste for work in general. It develops the sense of order, exactness, precision, cleanliness and economy, and promotes general dexterity. It cultivates perseverance and the power of concentration, and trains the perceptive, analytical, constructive and inventive faculties. Lastly, it strengthens the body and nurtures the æsthetic sense.

Sloyd accomplishes all these things more effectu-

ally than any other system of manual training, because it aims to interest the pupil, adapting the exercises to his mental and physical ability by means of careful methodical progression, and producing a useful article as the result of the work.

During the past twelve months several needful improvements have been made in this branch of manual training. Suitable rooms supplied with the requisite appliances have been provided, the series of models arranged by Mr. Gustaf Larrson has been increased by new additions, and the pupils have been carefully trained in the use of tools and in making various articles of common use. Mr. J. H. Trybom proved to be a very successful teacher; but as the necessities of our school seemed to require more time than he could spare from other engagements and devote to our work, at the end of the term we did not deem it best to renew our agreement for the ensuing year. The vacancy thus created was filled by the appointment of Miss Sölvi Greve, a former pupil of Mr. Larrson and an instructor of ability and experience.

In addition to sloyd a regular course of technical training has been pursued, and both boys and girls have been required to spend a part of their time each day in their respective work-rooms, and receive instruction in such simple mechanic arts and manual occupations or domestic employments as will be of benefit to them in practical life and enable them to become useful members of their own families and of the communities to which they belong.





*M. C. Moulton.*

The corps of teachers in this department remains substantially the same, except for the change noted above, namely, the substitution of Miss Greve for Mr. Trybom as sloyd instructor. Mr. John H. Wright is still occupying the responsible position, which he has held during the past twenty years and has filled with diligence and discretion. He is ever ready to lend a helping hand in all emergencies and to render efficient service. Mr. Julian H. Mabey, who has been employed in the boys' workshop since my return from Europe, proves to be a valuable assistant in more ways than one.

#### MISS MARIA C. MOULTON.

Oh, what a glory doth this world put on  
For him who, with a fervent heart, goes forth  
Under the bright and glorious sky, and looks  
On duties well performed, and days well spent!

— LONGFELLOW.

At the close of the last school term our beloved and revered matron, Miss Maria C. Moulton, feeling the arduousness of her labors and the lack of sufficient strength to carry them on, expressed an earnest desire to resign the office, which she had held for nearly forty years, fulfilling its requirements with rare ability, uncommon dignity, consummate tact and exemplary disinterestedness and devotion.

On being informed of her intention, your board did not entertain for a moment the idea of the severance of her relations with the institution, but de-

cided at once by a unanimous vote to grant her leave of absence for one year and relieve her from all care and responsibility. I requested her to comply with your wishes,— which she did in her usual graceful way,— and, acting under your authority, I appointed Miss Persis N. Andrews of North Paris, Maine, to fill her place during the ensuing school year.

In reporting briefly the facts connected with the matron and her office, I cannot refrain from adding a few personal remarks with regard to the honored incumbent of the position,— a position which she has held for such a long period of time. The opportunity of giving a brief estimate both of the woman and of the nature of her services to the cause of the blind presents itself unsolicited, and I avail myself of it gladly. If any apology for my doing so be needed on the score of propriety, let me say, that a warm tribute of praise is justly due to our friend, and that the present is the best and most suitable time to pay it. While the silver cord still holds, we must not keep silent nor be scant in our testimony to her goodness and the perfection of her character.

Miss Moulton is a *rara avis*. She is in every inch a noble woman. Judged by the fruits of her work and by her gentle yet unvarying firmness and the commanding force of her hold upon those around her, she is a born leader and an ideal matron. She is singularly modest and unassuming. Humility is one of the most precious jewels in the diadem of her virtues.

But she is constant as the northern star,  
Of whose true-fixed and resting quality  
There is no fellow in the firmament.

She possesses marked natural abilities, and her attainments, though not extraordinary, indicate the richness of the soil in which they have grown; but her most remarkable endowment does not consist of any special intellectual distinction, any imaginative force or originality of mind, but of a character, which unites in itself the rarest gentleness and the sternest sense of duty and resolve to perform it. She is the embodiment of what is best and choicest in the Puritan type. Her gracious manners mask an iron will. Underneath her sweetness and gentleness is the rock of firmness. Behind her mildness and patience rises a tower of unyielding strength and decision. The following words taken from an inscription on Baron Stein's tomb, and slightly altered, may be applied to her case with peculiar fitness:—

Her nay is nay without recall:  
Her yea is yea and powerful all.  
She gives her yea with careful heed,  
Her thoughts and words are well agreed.

The sense of duty is the very crown of Miss Moulton's life, and the motive power in her actions. It is the "cement that binds her whole moral edifice together." It is the regal and commanding element in her character, which gives it unity, compactness and vigor. When she sees her duty before her, she does it at all hazards and with inflexible integrity.

The question "right or wrong" once decided in her mind, the right is followed, no matter what the sacrifice and difficulty may be,— neither expediency nor inclination weighing one jot in the balances. She always has the moral courage to seek and speak the truth, to be just and direct, and to do her duty.

Her armor is her honest thought,  
And simple truth her utmost skill.

Her love of veracity and uprightness amounts to a passion. With her the summit of being is truth, and the application of it to affairs is justice. She takes no thought for aught save right and truth and love. In her estimation,—

There is nothing so kingly as kindness,  
And nothing so royal as truth.

Rigidly conscientious, she is at the same time marvellously considerate and delicate in all the relations of life. Conscience is a supreme sovereign in her moral court. To her the "still small voice," which whispers within, is of imperative import and of wondrous melody. It is the oracle of heaven and the "chamber of justice." It is the regulating and controlling influence of her existence. It stimulates her and sets her upon her feet, while her will holds her upright. It is a spark of celestial fire, which she keeps alive in her pure breast, and which enables her to "sit in the centre and enjoy bright day." It is a "strong siding champion" that ever attends her virtuous mind in its walks.

Miss Moulton became matron of this institution January 1st 1853, and her appointment may be said to have dated a new epoch in the management of its domestic affairs. She was peculiarly adapted both by temperament and training to fill the position of lady of the house and make it what it should be. No sooner had she entered the field of her labors than she began to sow the seed of reform and improvement. Her zeal for bringing about a new order of things knew no bounds. It was not merely her time and her honest endeavor that she gave to the service of the establishment; it was herself. She put her whole soul and heart into her work, and in the discharge of the multiform duties of her office, she showed method, accuracy, power of organization and of maintaining discipline, economy, industry, knowledge of human nature, and capacity for adapting means to ends. She strove to ameliorate the condition of the household and render it an ideal one. Her influence, gentle and unobtrusive, seemed to pervade the whole establishment like air and sunshine streaming in at an open window. She devoted her energies to a constant study of how best to elevate the moral tone of the school, to purify and ennoble the lives of the inmates, and to provide comfort and permanent help for those committed to her charge. She proved herself equal to any emergency. Wise in counsel, efficient in action, always prompt, high-minded and cheerful, never despondent nor languid, she has been a steady power in the administration of

the institution and a perpetual fountain of hope and inspiration to her associates and subordinates.

Miss Moulton's services have been long, arduous and fruitful, and her sacrifices loving, unostentatious and cordial. Her efforts have been entirely disassociated from any desire for profit or personal recognition. Her fealty to the institution has ever been far above all other considerations, while her relations with its great founder and director, Dr. Howe, were those of mutual esteem and affectionate regard and appreciation. She believed in him implicitly and entertained a deep respect and admiration for him. Doubtless their views differed at times. They could not be in accord always. Yet whenever she ascertained that he was positive in his convictions and determined in the execution of his plans, she carried these out scrupulously even to the minutest detail. Her course was clear and straight, and she followed it religiously. She never dreamed of changing it by indirect means, or of deviating from it by taking advantage of his absence or of other circumstances. Ambitious schemers, or small souls and narrow minds, who, for the sake of riding their petty hobbies do not hesitate to jeopardize common honesty, resort to such practices; but she abhors them, and looks upon them with contempt. Loyalty is the essence of her moral and mental constitution. It is the motto of her life and the guide of her actions. More sacredly than any other of Dr. Howe's coworkers does she cherish his memory and preserve in her heart the

record of a noble life fragrant with uses and filled with those actions of the just, which —

Smell sweet and blossom in the dust.

Miss Moulton's considerate kindness and delicate regard for those around her render her extremely dear to all. She is solicitous for the comfort and convenience of every one except herself. She is thoroughly refined from all base dross of devotedness to herself or to her own interests. She never seems to think, feel or act from a selfish motive. Her words are so full of love and concern for others, of affection and sympathy, of ripe experience and mellow wisdom, that her listeners are constantly gathering up and storing away perennial blossoms of thoughtfulness and generosity, of self-forgetfulness and consecration to duty, of truth and reverence. Her sitting-room is considered by the inmates of the institution as the most attractive spot in the whole house. It is not only what she says and does that inclines footsteps to her door; it is chiefly what she *is*. Those who once experience that subtle penetrating sweetness feel that they must return to bask in it again and again.

In the rare combination of high personal qualities and moral worth, which belong to Miss Moulton, we find the secret of her marvellous success, as well as of the universal love and esteem with which she is regarded by those who know her. She is in the highest sense a lady — a true

Woman to whom rare gifts are lent—  
 But womanhood first of all;  
 And that so strong she is content  
 By that to stand, or fall!

Her womanhood is her greatest power. Naturally genial, courteous, urbane and candid, the exacting demands of her work and the peculiar requirements of her position helped to bring these characteristics to unusual perfection. Herein also lies another factor which has contributed not a little to the good name of the institution. The friends and relatives of the pupils could not converse with her even for a few minutes without feeling, that this kindly sympathetic person was one to whom the care of their children might safely be intrusted.

These virtues fitted Miss Moulton in an eminent degree to be the head of a large family. The members of our household one and all have been privileged and beyond measure blessed in having a worthy chief and helper of that apostolic order, who are eyes to the blind, ears to the deaf, comfort to the distressed and joy to the sorrowful. What matters it if she is not widely known to the world?

The sweetest lives are those to duty wed,  
 Whose deeds both great and small,  
 Are close-knit strands of an unbroken thread  
 Where love ennobles all.  
 The world may sound no trumpets, ring no bells.  
 The book of life the shining record tells.

Miss Moulton's career has been truly remarkable.

Her work ever done from her heart and in the love flowing from it and never perfunctorily, is so conspicuous in its thoroughness and completeness, that it needs no commendation and explanation. It speaks eloquently for itself. It also tells the story of the quality of her achievements and of the value of her services, and determines her position in the ranks of the benefactors of the blind. There she holds a place next to that of the illustrious founder and organizer of the institution, and her right to remain permanently in this position is incontestable. In mentioning her name either in writing or in conversation, Dr. Howe often called her "Saint Moulton." There are few persons to whom this title is more applicable than it is to her. She certainly stands among the saints, and her example will continue to work miracles in the souls of others. She is a perpetual spring of goodness and benevolence and faith and self-denial. To use Byron's words, she—

Stands like the sun, and all which rolls around  
Drinks life and light and glory from her aspect.

The very thought of her will enrich our lives. She has raised the standard of noble and true existence. She has made virtue and self-control and modesty and cheerful obedience more possible for those who came in contact with her. The beauty of her character has pierced to the centre of all shams and petty weaknesses, and it will still continue to help many to overthrow their false gods. Her life is like a track of

light. Her example is an inspiration. In her presence her associates and subordinates learn to respect themselves, to admire justice, to honor dignity, to love purity, to worship truth, to value humility and to appreciate self-sacrifice. She gave moral tone to her co-workers and elevated all their aspirations. Hers is —

The saintly calm that wears the crown  
Of grateful hearts and helpful years,  
That shames poor ambitions down,  
And lifts from passions and from fears;  
That gently softens into tune  
The discords of our jarring ways,  
And minglest with the verdurous June  
The ripeness of October days.

Who can know her and not be helped by the pattern she has set of how to live by the things of the spirit?

Though not in active service for the present, Miss Moulton is still with us, an adviser and dear friend whom we love and cherish, and whom we cannot spare from our councils, our daily life and our affections.

#### THE BRAIN OF LAURA BRIDGMAN.

The brain contains ten thousand cells,  
In each some active fancy dwells.

— PRIOR.

In the fifty-ninth report of this institution was published an abstract of a paper by Henry H. Donaldson, Ph.D., entitled "Anatomical observations on the



brain and several sense-organs of the blind deaf-mute, Laura Dewey Bridgman." A second paper, recording the results of further study, has been published by Dr. Donaldson in the "American Journal of Psychology," from which he has kindly furnished the following abstract for this report :—

The examination of the thickness of the cerebral cortex may be summarized as follows :

1. *General.*

1. No final figures can be given for the average thickness of the fresh normal cortex. The various investigators differ widely in their results. My own results agree most closely with those of Jensen.
2. Persons with an acquired defect of the central nervous system have a thinner cortex than normal persons.
3. Females have a slightly thinner cortex than males. Difference less than one per cent.
4. The right hemisphere (normally) has a cortex slightly less thick than the left. Maximum difference seven per cent.

2. *Special.*

1. The cortex of Laura Bridgman was abnormally thin, having but eighty-nine per cent. of the thickness of that of the controls. If we suppose that in its other dimensions the cortex was similarly reduced in development, *i.e.*, by eleven per cent. in each linear measurement, then its normal extent might have been 246,808 sq. mm., instead of 200,202.5 sq. mm., as found. This estimate is similar to some of those made by the Italian observers, Calori and De Regibus.
2. The right hemisphere had on the average the thinner cortex, especially to be associated with the defective visual area.

3. The thinning in the motor areas was not so well marked as in the areas for the defective senses.
4. The cortex of motor speech centre was not thin.
5. The cortex of the area for dermal sensations was well developed.
6. The auditory areas on both sides and visual area on right side were remarkably thin.
7. The area for taste and smell was thin. This is associated with the generally undeveloped state of the temporal lobe.

*3. Histological.*

1. The cortex of Laura Bridgman contained an abnormally small number of large nerve cells—*i.e.*, cells 12  $\mu$  or more in transverse basal diameter.
2. There were fewer nerve cells in the samples from the right than in those from the left hemisphere.
3. The deficiency of nerve cells was not so well marked in the motor as in the sensory areas.
4. In the centre for motor speech the number of nerve cells was abnormally small.
5. The number of nerve cells was very small in the auditory areas, both sides, and in the visual area on the right side.
6. Some diminution in the number of cells existed in the area for taste and smell. The region was generally undeveloped.
7. The small number of cells was associated with small size of the largest cells.

The persistence of vision, though in a very defective form, was of great importance to the full development of the visual cortex, *e.g.*, right eye and left visual area, in Laura.

The examination of the olfactory mucous membrane led Dr. Getchell to the following results:—

1. The ethmoid bone and the mucous membrane covering it have suffered from inflammatory disease, which partially affected the left side.
2. This disease resulted in an excessive production

of connective tissue, and in one area, the left superior meatus, there had been formed a fibrous tumor. The epithelium was generally and considerably diseased. The nerves contained an excess of connective tissue, but were otherwise normal. 3. When two years old Laura had scarlet-fever, which left her anosmic and with severe nasal catarrh. She partially recovered from both these conditions. 4. The anosmia was due to the occlusion of the left olfactory area by the union of the mucous membrane of the septum with that of the superior turbinated body, and also to the action of the inflamed mucous membrane upon the nerves of the right olfactory region. Partial recovery resulted from subsidence of this inflammation.

Dr. W. S. Bryant made the examination of the petrous bones. He states that nothing pathological could be definitely made out in either the cochleas or semi-circular canals. As the original preservation of the specimens had been in Müller's fluid only, they were not in the best condition for a fine histological examination.

As the case stands, the inflammation of the middle ear was the occasion of the deafness. The authorities on the subject state that absolute deafness does not follow disease of the middle ear alone. Therefore there is something here to be explained by further investigation.

The examination of the cranial nerves ("The size of several cranial nerves in man, as indicated by the areas of their cross sections," reprinted by the "American Journal of Psychology," Vol. IV., No. 2, December, 1891, pp. 224-229) showed that the olfactory bulbs and tracts are small; that the optic nerves—especially the left optic—are very small; and that the third nerves are normal in size.

Taking advantage of the fact that the thickness of the cortex in the occipital region was different on the two sides of the brain, a study of the extent of the thin cortex on the right side was made, with the purpose of defining the extent of the visual area (on the extent of the visual cortex in man, as deduced from the

study of Laura Bridgman's brain, the "American Journal of Psychology," Vol. IV., No. 4, August, 1892).

Without giving the boundaries in technical terms, it can be said that the cuneus, part of the lingual gyrus, the occipital pole and the region of the angular gyrus are all involved, and that the area thus marked out coincides remarkably with that determined by the method of cortical lesions as figured by Gowers, for example.

#### 5. *Conclusion.*

From these fragmentary observations, which leave so many points connected with this special case still undecided, it will be advantageous to construct some sort of general picture.

The anatomical condition was that of a normal brain, in which the olfactory bulbs and nerves, the optic nerves, the auditory nerves, and possibly the glossopharyngeal, had all been more or less destroyed at their peripheral ends. This destruction caused a degeneration, most marked in the optic nerves, which extended towards the centres and involved them indirectly. This condition has left its mark more or less plainly on the whole brain, as indicated by the extent and thickness of the cerebral cortex, and especially by the cortex connected with these deficient sensory nerves. The physiological effect of the peripheral lesions, as I conceive it, was to retard growth in the centres, cortical and subcortical, which were thus involved, and also to interfere with, if not entirely prevent, the formation of some of the association tracts.

To be sure, this case represents a maximum loss in these defective senses with a minimum amount of central disturbance, thus offering the very best sort of opportunity for education by way of the surviving senses. At the same time, we must imagine the hemispheres to have been traversed in every direction by partly or completely closed pathways. The brain was simpler than that of a normal person, and Laura was shut off from those cross references between her several senses, which usually so facilitate the acquisition of information and the process of thought. Mental

association was for her limited to various phases of the dermal sensations and the minor and imperfect senses of taste and smell. Yet, from their fundamental and protean character, the dermal senses are perhaps the only ones on which alone the intellect could have lived. We are thus brought back to Sanford's conclusion, as derived from the study of her writings: "She was eccentric, not defective. She lacked certain data of thought, but not in a very marked way, the power to use what data she had."

One word more upon the cortex. The deficiency in the motor speech centre is mainly macroscopic, as far as the third frontal gyrus is concerned. The motor centre there has lost some, but not all, of its associative connections. Histologically it was slightly deficient. The lesion there was so different from that of the sensory centres that a histological difference ought not, perhaps, to be surprising. The cortex of the sensory centres was not sunken below the surrounding level, though the gyri were slender and flattened. Possibly in this sinking in a motor area and the absence of the same in the sensory areas we have a suggestive difference in the reaction of the several portions of the cortex.

Finally, the deficiency was not so very great, even in those areas where it was most marked; and the question arises as to what sort of occupation the cells in those areas had, which would thus justify their prolonged existence. If they were thrown entirely out of function, it is not easy to see how they could last so well for nearly sixty years. In some way, then, they may have taken a slight part in the cerebral activity, but it was so slight that their specific reactions did not rise into consciousness; for, though Laura had some light perception up to her eighth year, she apparently had no visual memories, whereas those who have retained full vision up to four and a half or five years of age, and then become blind, do usually remember in terms of vision.

All which is respectfully submitted by

M. ANAGNOS.

### MISS MARY CROCKER PADDOCK.

During the past year, there were laid away to rest the mortal remains of one of the most remarkable and disinterested women ever connected with the Perkins Institution. This is a strong statement, for the teachers and employés here have ever been noted for their ability and unselfish spirit. No one who knew Mary Crocker Paddock, no one who knew and understood her, could fail to admire her many noble traits of character — her sterling integrity and devotion to principle, her enthusiasm, zeal and energy, her great quickness and tireless activity, her strong affection for her friends and life-long devotion to them and to their interests. "A strong, true, New England soul," she was indeed, and in spite of her beauty of person, or rather perhaps, lending piquancy to it, a certain quaint and delightful flavor of old New England characterized her and her ways.

Many and faithful were her years of service at the institution as teacher, companion to Laura Bridgman, amanuensis to Dr. Howe, and in later years, as matron in one of the cottages.

Entering the institution as a young woman of little more than twenty years of age, she soon learned to look up to the honored head of the establishment with deep and affectionate devotion. When, many years later, age, illness and suffering began to weigh upon her friend and benefactor, Miss Paddock, then still in the prime of life, health, and strength, became his devoted nurse and companion, thus endearing herself more than ever to his family, and earning their deepest gratitude, their warmest affection.

She possessed a remarkable memory, and her stories of Dr. Howe, and the early days of the institution, were extremely vivid, and told in a graphic and delightful way, that

cannot alas! be reproduced on paper. The writer of this sketch, together with her sister, Mrs. Maud Howe Elliott, were fortunately able to avail themselves of many of Miss Paddock's most interesting reminiscences for their forthcoming work on Laura Bridgman. From among them, the following may be quoted.

*Miss Paddock's First Meeting with Dr. Howe.*

In the year 1835, Dr. Howe gave a lecture on the education of the blind before the "American Institute of Instruction," an association which corresponded to what is now called a teachers' convention. At the close of his address, he invited those present to visit the institution. Among those of his hearers who accepted the invitation was a girl of fourteen who had come from her home in East Dennis, Cape Cod, to visit Boston. In speaking of Dr. Howe as he appeared at this meeting, Miss Paddock said fifty-five years later, "I was much struck by his manner and voice. His manner was quiet, and yet it impressed one. He was very handsome." When she visited the school, which was then on Pearl street, she was struck most of all by the fact that the scholars were made to *think*. Ten or twelve years after this time, she entered the institution as a teacher. Of the condition of the pupils at that time we give the following account.

In the early days of the institution, pupils came who did not know how to dress themselves, and to whom it was a great hardship to go out to walk, as they were little accustomed to use their muscles. Some of these were grown women. Delilah Hall, from Bangor, Maine, came to the institution at eighteen years of age. She had been kept in an attic, and sat in a rocking-chair, her parents (it was reported) being ashamed to have it known that they had a

blind child. She was very unsteady on her feet — her hands and feet were like an infant's from want of use. She had, however, a finely shaped head, the best in the institution. The poor girl had great difficulty in learning to dress herself. "I wish my stockings were in heaven," said she — so much trouble did she have in putting them on. It seemed as if her very bones, or perhaps only her muscles, were soft from want of exercise. She had also a defect in her palate, which made her talk very indistinctly. She learned, however, to read well.

Silea Church was another quaint individual, who looked awkward and uncouth enough, but had perseverance and some mental capacity. She was of a highly nervous temperament. When she came to the institution she brought a little clay pipe in her pocket, which she had been accustomed to smoke. She was then in her teens. She had to be watched somewhat lest she should smoke. She had a habit of making figures out of pieces of wood, by chewing them with her teeth! Miss Paddock thought, in later years, that Silea might perhaps have become a sculptor, with proper training. Miss Paddock herself was very young at this time, however, (it was when she first came to the institution) and her only thought was to carry out the general idea of making the blind like other people. Hence she discouraged Silea's gnawing and image-making propensities.

About this time Dr. Howe had been making quite a commotion in the public schools, by criticising their methods, etc. A committee of gentlemen visited the institution, no doubt to see whether they could find any flaws in the work done or the methods employed there. Miss Paddock's arithmetic class was called up, and asked to recite the lesson they had recited that morning. It was on interest and discount. The examiner pitched upon Silea, among others, to answer

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his questions, because she looked so unpromising. Silea was all wrought up; the matter had not been quite clear to her in the morning, but her excitement, and the questions put to her, made it all plain, and she answered satisfactorily. "Well," said the examiner, "I don't care how they stand in these higher branches, I want to see how they stand in first principles." With that, he went back and questioned the scholars on numeration, etc, etc. The class had been reviewing recently, however, and he could not shake them there. The verdict of the committee was that there was not one pupil in ten in the public schools who could explain these matters so clearly. "You'd better say there is not one teacher in ten," quoth another member of the committee, and so the matter ended, to the credit of the institution, Miss Paddock, and Silea.

Silea thought it was very hard to have to go out to walk, so Miss Paddock said she herself would lead her, since the leaders were not satisfactory to Silea. It seems strange to us now to recall this condition of things, which is plainly indicated in Dr. Howe's reports; but Miss Paddock's realistic account, giving facts and details, shows us how different was the status of the blind at that time, and points out the immense improvement which education has made in their condition. In those days they were willing to learn to read, because they did not want to be thought fools, but they objected to walking in the street. They did not think it ought to be expected of them as they were blind. In the same way they did not think that they ought to take care of their rooms, or do any work, because they were blind. Miss Paddock dragged out Silea, who had never been to walk in the streets before. She made herself as heavy as lead and hung back. The energetic leader would allow the girl to stop when the latter declared that she could go no further. Then

presently Miss Paddock would say, "now start out, the left foot before the right." And so the pupils were gradually accustomed to walk and to work, and to strengthen those flabby unused muscles.

Professor Guyot came to this country to lecture, before the publication of his work on geography—at least before the English version of it had been produced. Miss Paddock had read the reports of his lectures in the newspapers, and applied them in her lessons to her blind pupils. The Professor himself happened to visit the institution, and this particular class, while the children were having a lesson in physical geography, on the globe. Miss Paddock did not recognize the distinguished visitor, as she was unfamiliar with the pronunciation of French and had imagined his name to be GIVOTTE. She therefore innocently proceeded with hearing the lesson. Professor Guyot was much surprised and pleased to find that the blind pupils had so good a notion of the earth's surface—of the ranges of mountains, directions of the rivers, elevations and depressions, etc. He said to Professor Felton, afterwards president of Harvard University, who was with him, "I do not think that even in the universities, the young men have as correct an idea of the earth's surface, as these blind scholars have!"

Mrs. Maud Howe Elliott, in a warm and affectionate tribute to the subject of this sketch thus describes her.

Miss Paddock was a woman of a rare and interesting character. She showed an unselfish devotion for the friend to whose service she devoted the greater part of her life. His children remember her with a profound affection and gratitude. Her small, energetic figure, elastic, tireless, swift of foot, deft of hand, her finely modelled head with its wealth of rich auburn hair, her fresh face with its regular features and kindled brown eyes, her cheery ringing voice, are all indelibly impressed upon their memory.

She is one of the foremost figures in the memory book of "lang syne," and when its pages are turned back to the old days at Green Peace and Lawton's Valley, her face looks out from many a leaf.

The many labors of her long, useful and cheerful life are now over. But its lesson of hope, energy and cheer remains with us, and the thought of her who has gone from our midst nerves us to do, to dare, to bear, and still to enjoy. For like the general, whose devoted lieutenant she was, her life motto was

*Laborare est orare.*

To labor is to pray.

FLORENCE HOWE HALL.

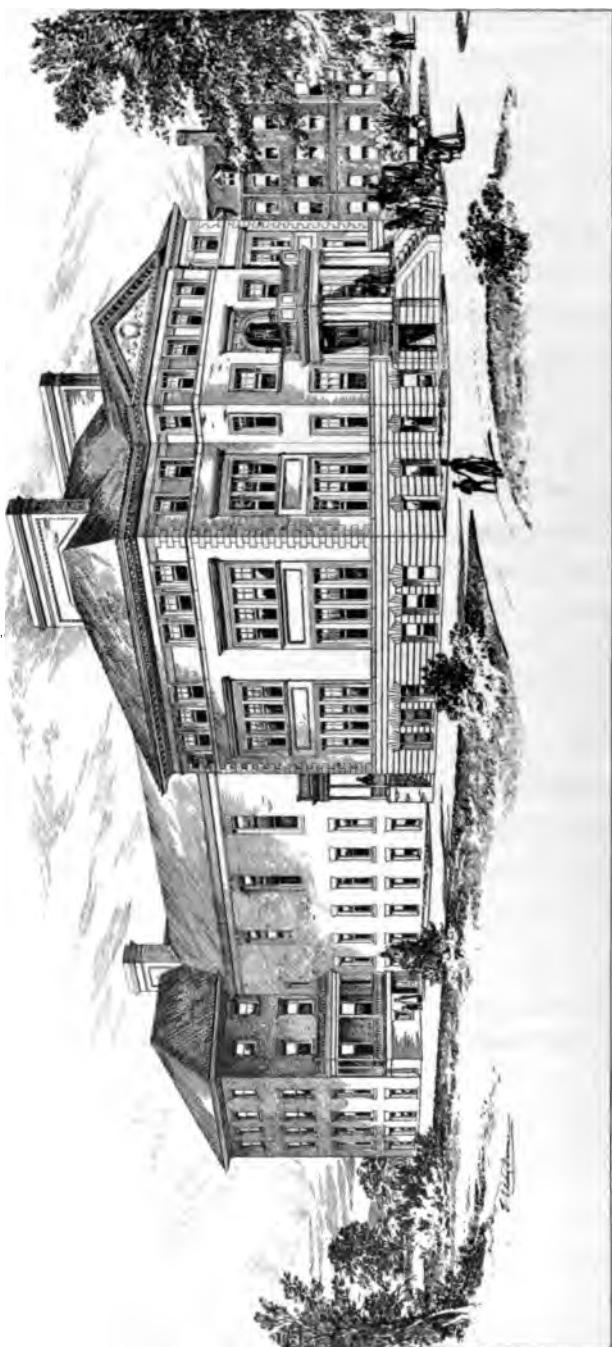
## LIST OF PUPILS.

Bannon, Alice M.	Knowlton, Etta F.
Barrows, Estella E.	Lord, Amadée.
Boyle, Matilda J.	Lowe, Daisy L.
Brecker, Virginia R.	McCarthy, Margaret E.
Brodie, Mary.	Morgan, Clara.
Brown, Grace L.	Morse, Maria T.
Carr, Emma L.	Murphy, Maria J.
Case, Laura B.	Murtha, Mary Ann.
Caulfield, Elizabeth E.	Neff, Calla A.
Clark, M. Eva.	Nickles, Harriet A.
Delesdernier, Corinne.	Noble, Annie K.
DeLong, Mabel.	Norris, Hattie E.
Dover, Isabella.	Ousley, Emma.
Duggan, Katie J.	Park, Mary S.
Emory, Gertrude E.	Perry, Ellen.
Eylward, Josephine.	Ramsdell, Harriet M.
Flaherty, Margaret.	Reed, Nellie Edna.
Fogarty, Margaret M.	Rich, Lottie B.
Foss, Jennie.	Ricker, Annie S.
French, Mattie E.	Risser, Mary A.
Higgins, Mary L.	Rock, Ellen L.
Hoisington, Mary H.	Roeske, Julia M. B.
Howard, Lily B.	Smith, Florence G.
Joslyn, Edna A.	Snow, Alberta M.
Keller, Helen A.	Snow, Grace Ella.
Kent, Bessie Eva.	Thomas, Edith M.
Keyes, Teresa J.	Tierney, Mary E.

- Tisdale, Mattie G.  
Tomlinson, Sarah E.  
Walcott, Etta A.  
Warrener, Louisa.  
Welfoot, Florence E.  
West, Rose A.  
Wilbur, Carrie M.  
Wilson, Eva C.  
Andrews, Wallace E.  
Baker, Frank G.  
Backman, J. Victor.  
Beckman, J. Arthur.  
Black, Charles.  
Bond, Samuel C.  
Bond, William H.  
Brinn, Frederick C.  
Burke, Henry G.  
Burnham, John N.  
Campbell, Joseph G.  
Carney, Frederick.  
Clare, John J.  
Clark, Frank A.  
Clark, J. Everett.  
Clennan, William T.  
Cobb, Charles H.  
Coffey, James.  
Corliss, Albert F.  
Davis, James S.  
Dayton, Reuben G.  
Devlin, Neil J.  
Dutra, Joseph J.  
Ellis, William C.  
Farrell, John.  
Forrester, Charles.  
Giesler, John H.  
Girard, R. George.  
Gosselin, Wilfred.  
Harmon, Everett M.  
Heath, William Edward.  
Henley, John.  
Hill, Henry.  
Hogan, George H.  
Ingalls, Jesse A.  
Irving, Frederick.  
Jackson, Clarence A.  
Jennings, Harry A.  
Kenyon, Harry C.  
Kerner, Isaac.  
Lamar, Charles.  
Lester, James.  
Leutz, Theodore C.  
Lynch, William.  
Madsen, John.  
Mannix, Lawrence P.  
McCarthy, Daniel.  
Meagher, William H.  
Messer, William.  
Miles, Henry R. W.  
Miller, Reuel E.  
Minor, John F.  
Mozealous, Harry E.  
Muldoon, Fred. J.  
Newton, Wesley E.  
O'Brien, Francis J. L.  
O'Connell, John P.  
Pickering, Jesse E.  
Putnam, Herbert A.  
Rasmussen, Peter A.  
Reynolds, Henry L.  
Riley, Frank Edward.

- |                       |                     |
|-----------------------|---------------------|
| Robair, Charles.      | Trask, Willis E.    |
| Rochford, Thomas.     | Tucker, Henry R.    |
| Sabins, Weston G.     | Tumblety, Michael.  |
| Sherman, Frank C.     | Walsh, Joseph.      |
| Smalley, Frank H.     | Warburton, John H.  |
| Smith, Eugene S.      | Washington, George. |
| Strout, Herbert A.    | Weaver, Frank V.    |
| Sullivan, Michael.    | White, Richard.     |
| Tatiyopa, Edward.     | Wrinn, Owen E.      |
| Tracy, Merle Elliott. |                     |



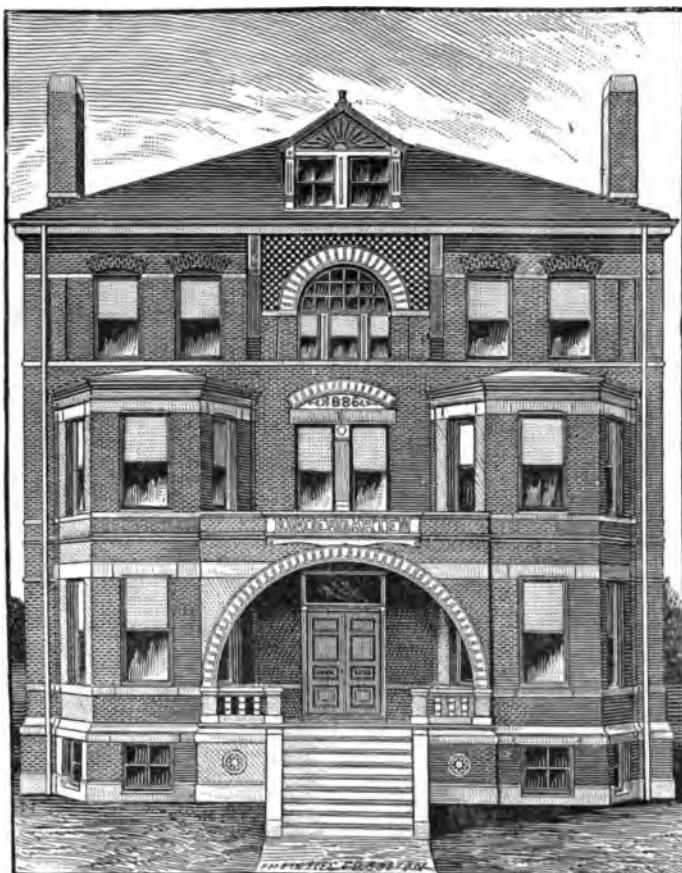


MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (See page 134.)

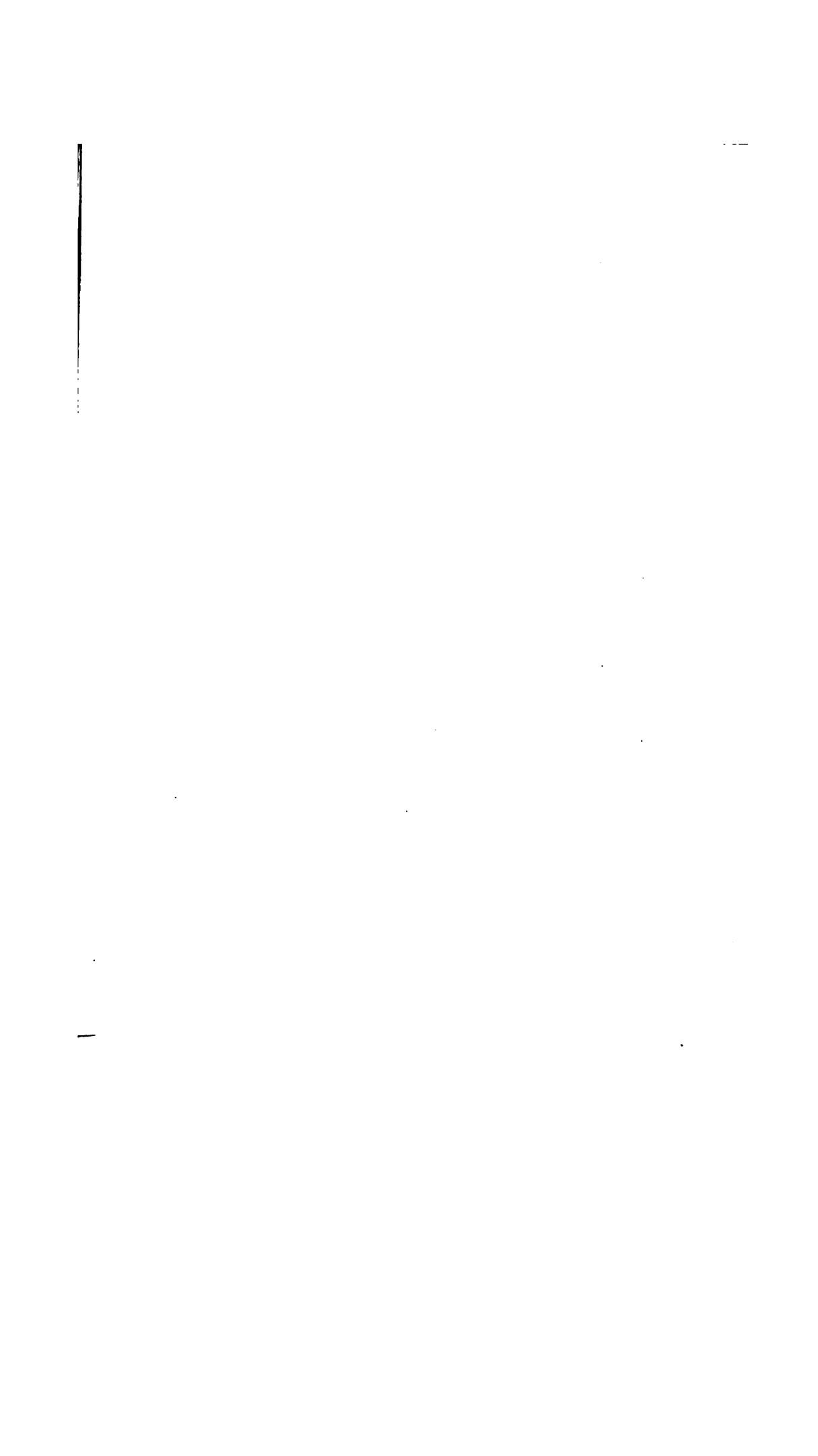


SIXTH ANNUAL REPORT  
OF THE  
KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1892



BOSTON  
PRESS OF GEO. H. ELLIS  
1893







Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.



## OFFICERS OF THE CORPORATION

1892-93.

SAMUEL ELIOT, LL.D., *President.*

JOHN CUMMINGS, *Vice-President.*

EDWARD JACKSON, *Treasurer.*

M. ANAGNOS, *Secretary,*

## BOARD OF TRUSTEES.

EDWARD BROOKS.

EDWARD N. PERKINS.

JOHN S. DWIGHT.

WM. L. RICHARDSON, M.D.

WILLIAM ENDICOTT, JR.

LEVERETT SALTONSTALL.

JOSEPH B. GLOVER.

THOMAS F. TEMPLE.

J. THEODORE HEARD, M.D.

S. LOTHROP THORNDIKE.

ANDREW P. PEABODY, D.D.

GEORGE W. WALES.

## LADIES' VISITING COMMITTEE.

Mrs. ELIZABETH C. AGASSIZ.

Mrs. JOHN C. GRAY.

Mrs. WILLIAM APPLETON.

Mrs. THOMAS MACK.

Miss CAROLINE DERBY.

Mrs. E. PREBLE MOTLEY.

Mrs. MAUD HOWE ELLIOTT.

Miss LAURA NORCROSS.

Miss CLARA T. ENDICOTT.

Miss EDITH ROTCH.

Miss OLGA E. GARDNER.

Miss ANNIE C. WARREN.

## OFFICERS OF THE KINDERGARTEN.

### DIRECTOR.

M. ANAGNOS.

## ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Miss ISABEL GREELEY, *Matron.*

Miss FANNY L. JOHNSON, *Kindergartner.*

Mrs. J. M. HILL, "

Mrs. SARAH J. DAVIDSON, "

Miss NETTIE B. VOSE, *Assistant.*

Miss L. HENRIETTA STRATTON, "

Miss CORNELIA M. LORING, *Assistant.*

Miss ELEANOR McGEE, "

Miss EFFIE J. THAYER, *Teacher.*

Miss ELFIE M. FAIRBANKS, *Music Teacher.*

Miss LAURA A. BROWN, *Teacher.*

Miss C. C. ROESKE, *Music Teacher.*

## ESTABLISHMENT OF THE KINDERGARTEN.

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On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

### Commonwealth of Massachusetts.

---

In the year one thousand eight hundred and eighty-seven.

---

#### AN ACT.

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—*

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,  
*Secretary of the Commonwealth.*

## KINDERGARTEN FOR THE BLIND.

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### REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

GENTLEMEN AND LADIES:—We have the honor to present the sixth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1892.

The kindergarten more and more reveals itself as an essential department of our system. There are capacities of infancy and early childhood, which, if not developed then, cannot afterward be made to do their best work. While thoughts and concrete conceptions can best be memorized at a later period, the memory for words, facts and details, which are to furnish the materials for thought and knowledge, is most receptive and retentive when the child first becomes a subject for instruction, and, if not cultivated then; is apt to be defective and treacherous. Then, too, if with seeing, even more with blind children continuity of method in mental training is of prime importance. The seeing child passes through an unbroken series of classes and schools, from four or five years of age to sixteen, twenty or twenty-five, each

stage being so arranged as to be preparatory to the next succeeding it. But, whatever home training the blind child may have, it bears no relation to that of our parent institution, which he enters with an unfitness that must be overcome before he can derive much positive benefit from its instruction. This is the case even under the most favorable circumstances; much more so in families of straitened means, where educational advantages are entirely out of the question.

There is equal need of the kindergarten on moral grounds. Those only who have been conversant with seminaries of education are aware how early character is so far formed, for good or for evil, as to be impregnable to the strongest influences of an opposite type. Of the boys who are said to be ruined at school or college, almost all leave their homes more than half ruined. At the age when a child can be admitted to our South Boston school, there are already formed habits of mind and feeling, if not of conduct, which need change and yet resist it. In families where everything else is as it should be, a blind boy or girl is almost inevitably indulged to excess, and is thus an unapt subject for our discipline, which—always kind indeed—must be regular and exact, in order to be safely kind. Then there are many homes in which a blind child cannot be sheltered from evil, which may come in through the gates of sense that are unclosed, and which only takes a stronger hold upon the imagination and the

memory because not dissipated by ever fresh and vivid impressions through the sense of sight.

We thus have reason to regard the kindergarten as giving certain presage of a higher grade of scholarship and character in the parent institution, when its classes shall be largely recruited from those who have passed through the preparatory course. We therefore are doubly glad to find that there is an increasing number of applications for admission to the kindergarten, and we trust that the time may not be far distant when this will be regarded as the normal route by which pupils will be expected to pass into the more advanced school. But in saying this we rely upon the munificence of the men and women of Massachusetts, who have never yet failed to meet the demands made upon them by human infirmity and need. We would say emphatically "of Massachusetts," for this is by no means a Boston institution, but has had, as its beneficiaries, fully as large a proportion of the population of the whole state as of that of its metropolis. It should also be remembered that the increase of population in the state has never been so rapid as of late years, and that the needs of our establishment have grown as rapidly, while the funds at our command, with not a few generous donations and bequests and with the most wise and careful investment and management, have not been increased in equal ratio.

### CARE AND TRAINING OF THE CHILDREN.

During the past year the kindergarten has been conducted to the entire satisfaction of those who have had its interests specially in charge. It has been a happy home for its inmates. They have had the kindest, most watchful and most judicious care, alike as to their physical well-being and comfort and as to their moral culture; while the teachers, never otherwise than skilful and faithful, are constantly growing into a more intimate knowledge of the fittest modes of access to minds entirely shut out from the readiest and easiest avenue of knowledge.

An unusual demand has been made upon the executive ability of the matron, and on the time and labor of her associates in the care and instruction of the children, by the crowded condition of the building. Thirty-seven children have been in attendance, though there is properly room for but thirty-two; yet such has been the vigilant care-taking that there has been no accident or serious discomfort, and the health of the children has been exceptionally good throughout the year.

### AN IMPORTANT DEPARTMENT.

The two new deaf, dumb and blind children, Willie Elizabeth Robin and Tommy Stringer, give ample promise of successful training, and the importance of this department of the kindergarten's work cannot be



### III

overrated. It is a department that properly belongs to the kindergarten, for advantage must be taken of the freshness of the mental powers and of such perceptive faculty as the child has, else their disuse would become permanent disability. Of course only teaching power of the highest order, yet constantly growing by exercise, can penetrate the barriers which exclude such a mind from free intercourse with the outward world and with fellow-beings. At the same time, the results of such teaching are of supreme psychological interest and value, especially in the light which they may cast on the questions raised, but not adequately solved, by a materialistic philosophy.

### NEW BUILDINGS.

The rapid increase in the number of applicants who were eager to enter the kindergarten, but could not be admitted for want of room, and the urgency for the immediate removal of most of them from their surroundings, induced the trustees to undertake, early in the year, the erection of a new building similar to the present one. The plans presented by the architects, Messrs. Perkins & Betton, were accepted; but, before making contracts to carry them out, it appeared to us that the fourth story of the new edifice was not the best place for a hall and gymnasium, which we proposed to add thereto at an expense of about six or seven thousand dollars. Hence, after thorough consideration of the matter, it was decided,

by a unanimous vote of the board, instead of having a hall at the top of the house, to erect a portion of what will be the middle section of the central building when the plan is complete. This will afford not only opportunity for exercise, for gatherings, etc., but it will relieve the other houses from the presence of the children at times when it is necessary to throw them open for thorough ventilation. Both buildings will be completed in December. They will be dedicated after Christmas, and will be open to receive new pupils the first of January.

#### INSUFFICIENCY OF FUNDS.

The total amount of money required for the erection and equipment of these buildings, including what has been previously expended for grading and blasting, is \$72,500. We have had the good fortune to be successful in obtaining, through the appeals of the director, of the president of the corporation, Dr. Eliot, and of Hon. Leverett Saltonstall, the sum of \$51,000. The balance of \$21,500 remains to be raised by further contributions.

But it is with sincere regret that we are obliged to state that this is not the end of the wants of the kindergarten. It needs more. As soon as the new building is occupied and a second household is formed equal in size to the first, the current expenses will be nearly doubled. Hence the endowment fund must be proportionately increased. About \$30,000

have been given during the past year in donations and legacies for this purpose. Two-thirds of this amount was a most munificent gift from Mrs. Warren B. Potter; \$4,000 was bequeathed by the late Mrs. Lucy A. Dwight of Brookline; \$3,000 by the late Royal W. Turner of Randolph; and \$2,500 by the late Eleanor J. W. Baker of Dorchester. An additional sum of \$70,000 will place the kindergarten on a sound financial basis, and relieve its managers from further anxiety and constant wear and tear in struggling to procure the necessary means for maintenance, and in striving to increase the ordinary sources of income.

For this amount, as well as for the balance which is lacking to complete the building fund, we find ourselves compelled to appeal again to the public in general and to the friends and benefactors of the little blind children in particular, earnestly hoping that our request will find a generous response in the hearts of the men and women of Boston, who are noted for their benevolence, and who are ever ready to extend a helping hand to suffering humanity.

#### THE KINDERGARTEN IN THE COMMENCEMENT EXERCISES.

Part second of the programme of the commencement exercises last June gave an interesting illustration in work and play by the little kindergarten children, called "The Blacksmith."

At the same time Dr. Eliot said:—

While these children are going through their preparatory exercises, I have the great pleasure of announcing Hon. Leverett Saltonstall, who has kindly consented to make a plea in behalf of the new kindergarten buildings. Mr. Saltonstall has long been a friend and trustee of this school, and no one can speak with a more perfect knowledge of its wants than he.

PLEA BY HON. LEVERETT SALTONSTALL.

Mr. Saltonstall spoke as follows:—

These children appeal to you far more eloquently than speech of mine, and it would be unbecoming in me to call your attention for one moment from their touching and wonderful work to any subject other than the kindergarten and its condition.

It seems but yesterday when Mr. Anagnos told us of the pressing need of a preparatory or infant school or kindergarten for the blind, which should receive little children, during the tender years of early childhood, when impressions are so easily fixed on them, and should rescue them oftentimes from a condition of poverty and suffering,—even from evil influences,—and place them under the care of devoted teachers, in a bright, happy home. He assured us that they would thus be saved many years of misery, that their faculties would be quickened, their intellect developed during this impressionable age, that they would enter the parent school under far better auspices, and there begin work at a point to which it would take years of patient labor to bring them without this early training. He told us of this great want, and of the vast good such a school would do. In his own earnest words he appealed to the public, and his appeal met with a generous response, in sums large and small. A fine site was selected, amply large for years to come, upon which to place one or a dozen buildings. The first was erected, which many of you have doubtless seen. This building is fitted for only thirty or at most thirty-two children, but has

now thirty-seven crowded into it,— a condition not to be tolerated. Again the appeal went forth, and the brave director again found that his confidence in the generosity of our community was not misplaced. A large sum has been raised, about \$41,000, while \$65,000 will be necessary to erect and equip the new buildings. But, while you were informed last year that there would be eight children to place in the new building, there are now five or six from the present one, and twenty-three new applicants who are deemed worthy of admission, making twenty-eight requiring accommodation. The trustees therefore decided to commence the erecting of the buildings at once, and to depend on the generosity of the people for the balance necessary to pay for it. There is in addition the amount of a previous contract of \$7,500 for grading, blasting and excavating cellars to be raised, for our kindergarten is "founded upon a rock," a very solid rock, and it cannot fall.

It must not be forgotten that as soon as the new buildings are completed and occupied the endowment fund and the annual subscriptions will have to be increased, so that an adequate income may be received for the support of the new household.

It may be asked, why begin these buildings before the whole amount is raised? But there are, as I have said, twenty-three poor little blind children, beside the five to be taken from the present building, knocking at our doors and begging to be taken in, enough for a new family. Most of these children are now exposed to such unfavorable influences that their speedy removal is imperative.

When you see the rapid unfolding of these dear little sightless, budding souls under the influence of skilful training and devoted kindness; when you think of what these children would have been had they not been rescued from their living grave; when you reflect for a moment on what has been brought to pass,— the miracle in unsealing the closed senses of an Edith Thomas, of a Helen Keller, that wonderful child, who finds

Tongues in trees, books in the running brooks,  
Sermons in stones, and good in everything,

and the Christlike work that is being at this time undertaken for those little deaf, dumb and blind children, Tommy Stringer and Willie Robin, and ask yourselves whether you would recall the offerings you have so generously contributed toward this glorious work, is there one who would not exclaim, "rather than do this we would make a big effort to repeat them?"

Our devoted director, whose only thought (and in him it seems an inspiration) is the intellectual advancement and happiness of these sightless children, *has that faith which will remove mountains*, and he has that rare faculty of inspiring others, which goes far toward accomplishing great results; and so, with only two-thirds of the amount requisite to erect the new building, he has persuaded the trustees to consent to begin it, and to believe, with him, that long before it is needed the necessary balance will be subscribed.

If time allowed, I would speak of this most interesting spectacle presented to us by these bright, intelligent pupils of the parent institution, some of whom are about to receive their diplomas and to enter the world. What a change has been wrought in their whole being, what a cloud has been rolled away, and what bright sunshine let in upon them, bringing vigor to mind and body, vitality and grace to their whole nature!

As some one says, "If the Perkins Institution had done nothing more than develop the system by which such a wonderful mind and heart as Helen Keller's has been rescued from darkness, it would have done, in that alone, a greater work for the world than has been accomplished by many philosophers."

But, as requested, I must confine myself to the kindergarten,—this sorely needs assistance. Will you not take up the cause and pass on the word, so that you may strengthen the arm of the director, with his corps of devoted teachers, and bring untold blessings upon the head of many a poor little sightless child now sitting alone in its dark, dreary solitude, ignorant of God, and deprived of all intercourse with his fellow-creatures?

To the force and cogency of the spoken words were added the personal presence and earnest manner of the speaker, rendering the appeal a most impressive one.

After Mr. Saltonstall finished, the children made their own truly eloquent plea, by their blacksmith songs and spoken descriptions explaining the various objects which they had made so deftly in the few intervening minutes,— bellows, chain, horse-shoes, etc.

Little Willie Robin, the golden-haired little deaf and blind child from Texas, now eight years old, who two years ago knew only two signs,— one for something to eat and one for something to drink,— had modelled an anvil. Her teacher read her fingers to the audience, and when Willie had finished talking with them she spoke with perfect clearness the word "tongs."

After this exercise the orchestra of baby players gave a "symphony"! composed for them by their music teacher, Miss Roeske, which was enthusiastically re-demanded, and followed by a ripple of amazement and delight all over the audience.

#### WILLIE ELIZABETH ROBIN AND TOMMY STRINGER.

At this point Dr. Eliot presented two of the children to the audience, and said:—

I want you to see these two children particularly, because they are deaf and dumb as well as blind, and because they came to us from distant places. They illustrate in a particularly forcible

manner the kind and generous and earnest appeal which Mr. Saltonstall has this afternoon made.

This little boy is Tommy Stringer. He would at this moment be in a Pennsylvania almshouse if he were not with us. He came to us more like a little animal than a rational being; but you see that he now appears to as much advantage as any child in the kindergarten.

This little girl is Willie Robin. She comes to us from far-away Texas. We are doing a work for that distant state, yet a part of our country; but, even if beyond our country, it would still be a part of the world in which we live, and still a part of our common humanity.

I am sure you will be interested in seeing these children, and the sight of them will appeal to you in behalf of the kindergarten which cares for them.

All which is respectfully submitted,

EDWARD BROOKS,  
JOHN S. DWIGHT,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
ANDREW P. PEABODY,  
EDWARD N. PERKINS,  
WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## KINDERGARTEN FOR THE BLIND.

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### SIXTH ANNUAL REPORT OF THE DIRECTOR.

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Children are the keys of paradise.  
They alone are good and wise,  
Because their thoughts, their very lives are prayer.

— STODDARD.

*To the Board of Trustees.*

GENTLEMEN: The past year has been abundant in labors, blessings and success; and now at its end it is a great pleasure and an agreeable duty for the undersigned to lay before you the following summary of facts and reflections as the sixth annual report of the director.

Before entering upon the details of my story, I beg leave to state at the outset, that there has been no year in our history more fertile in experience or more cheering in promise than that which has just closed.

Cherished in the warm bosom of public sympathy and upheld by numerous friends and benefactors, the kindergarten, from the date of its establishment to the present time, has been one of rich blessing to the little sightless children, for whose benefit it was designed.

In peace and contentment, in freedom from sickness and accident, and in earnest endeavor to advance our cause and provide the necessary means for the education of every blind boy and girl in New England, the year now completed surpasses any former period, and the thought of it —

Doth breathe in us perpetual benediction.

We have escaped every epidemic prevailing in the neighborhood, and not a death or a single case of severe illness has occurred among the inmates of the kindergarten. The health of the family at this date is remarkably good, and all the children are happy, hearty, and improving physically, mentally and morally.

#### CONSTRUCTION OF TWO NEW BUILDINGS.

Never to faint doth purchase what we crave.

—SHAKESPEARE.

In May, 1887, when the kindergarten was fully organized, and its doors were opened for the reception of the first group of ten little children, there seemed to be an abundance of room in it. The commodious new building, then just finished and newly consecrated to its holy work, looked so spacious, that it was generally believed and commonly asserted that it would not be wholly occupied for some time to come, and that its accommodations were sufficient to satisfy all demands for a decade of years at least.

Five months later applications for admission began to pour in, and within two years the house was filled to overflowing, although eighteen of the more advanced though still tiny scholars were prematurely transferred to South Boston in the very midst of the course of their training in order to relieve the pressure of numbers. Still the applications continued to come in with increasing frequency, and the building was crowded to its utmost capacity, and still the little children, who were in need of the benefits of the infant institution, but whose sole chance to gain admission depended upon vacancies that might occur from time to time, were as numerous as ever.

Paradise had no room for all of them.

Such was the state of things at the kindergarten when I returned from Europe. I saw at once that the immediate enlargement of the establishment was the only practical solution of the difficulty, and that measures ought to be taken without further delay for the accomplishment of this end. This was promptly done, and an earnest appeal was addressed to the public asking for the sum of \$55,000, the amount required for the construction and equipment of a second building similar to the first.

This plea, urged with fervor and cogent arguments, and supported by an array of undisputable facts and figures, was not overlooked, nor did it fail of its purpose. On the contrary, it received fair consideration from our citizens, and struck a responsive chord in

the hearts of many of them. The numerous friends and benefactors of the little sightless children rallied to their rescue, and donations large and small began to flow in from every direction. Miss Helen C. Bradlee, whose honored name is indissolubly connected with the success of the infant school and will ever be blessed and praised by the blind of New England, headed the column of subscribers with an additional gift of \$10,000. Rich persons gave from their abundance and people of moderate means shared in the good work to the fullest extent of their ability. Even the poorest children in one of the kindergartens in this city managed to put together a few pennies and send them to us as a token of their sympathy and kind intentions. It is no hyperbole to state, that a universal interest was rekindled in favor of our undertaking, and that the names of those who showed great readiness to aid it were legion. To be sure the success in obtaining the requisite fund was only partial, but the way had been prepared for a complete victory. Everything indicated, that this consummation was simply a question of time; and although there were still some clouds of doubt hanging on the horizon, the following words of the poet could be repeated in this connection with perfect truth:—

And even now, amid the gray,  
The east is brightening fast.

While the movement for raising money was going on satisfactorily, a set of plans of the proposed new

edifice was prepared and presented by the architects, Messrs. Perkins and Betton, free of charge. These were thankfully accepted; but as the amount of money which had been received up to that time was not sufficient to carry them out, it was not deemed wise nor safe to proceed with the work of building lest we should be forced to encroach upon the endowment fund, which was altogether too small in size to be allowed to suffer any curtailment.

The cause of the postponement was briefly explained in the next annual report of the kindergarten, and appeals for further contributions were renewed with great eagerness by the president of the corporation, Dr. Samuel Eliot, by Hon. Leverett Saltonstall, by the treasurer, Mr. Edward Jackson, and by others. These acted like a clarion call upon the generous friends of the blind and produced the desired result. Donations began to come more frequently bringing with them cheer and encouragement, and as success in raising the full amount seemed to be not very distant, the trustees were finally induced to authorize the construction of a new building similar to the present one.

Meanwhile the question arose as to whether it would be better to transform the attic of this structure into a hall and gymnasium at an expense of about seven thousand dollars, or to undertake the erection of a portion of what will be the middle section of the central building when the design is complete. Health, economy, foresight, convenience,

accessibility, all combined to favor the latter alternative; and as this plan, in addition to all other considerations, afforded ampler facilities for physical exercise and much better accommodations for a general laundry and boiler room than its rival, it was adopted by a unanimous vote.

Work on these buildings was begun immediately, and has already reached such a degree of forwardness as to render it sure that both of them will be finished and made ready for occupancy early in January, 1893. The whole cost of their construction and equipment is estimated at \$72,500. Through constant pleadings and persistent efforts the amount of about \$51,000 has thus far been obtained. Hence a balance of about \$21,500 remains to be provided for.

This debt is a most distressing load to carry, and in order to wipe it out we are compelled to address again the patrons and friends of the infant institution and ask for further assistance. We beg and entreat them to come to its aid and relieve it from a financial burden, which presses upon it so heavily and which will be a constant drain on its meagre resources. Will they do so? Is it presuming too much upon their generosity to hope, that they will deliver it from all embarrassments and enable it to enter upon its career of enlarged usefulness free from encumbrances?

But *quid plura?* Why need we say more? To an enlightened community like that of New England do not the facts of the case, simply stated,

speak more eloquently and persuasively than the longest and most elaborate argument? Is not the kindergarten cherished and its educational work heartily approved and highly appreciated by our best and most intelligent citizens, and is there any doubt as to their intention that it should be tenderly nurtured by a benevolence as broad as the love of childhood and firmly sustained by a faith as deep as the eternal goodness?

We leave them to answer these questions.

#### NEEDED INCREASE OF THE ENDOWMENT FUND.

Keep striving! The winners are those who have striven  
And fought for the prize that no idler has won;  
To the hands of the steadfast alone it is given,  
And before it is gained there is work to be done.

—REXFORD.

Doubtless the payment of all debts incurred for building purposes will bring an immense relief to the managers of the kindergarten and make their hearts leap for joy. But I am grieved to be obliged to say, that the removal of this obnoxious burden neither can nor will put an end to the demands of the infant institution. It needs more. Like a young, vigorous and growing tree, it requires a steady and sufficient supply of nutriment.

As soon as the new buildings are finished and made ready for occupancy, our doors will swing wide open to all the applicants who have been eagerly seeking and patiently waiting to become members of

our juvenile family. New candidates for admission are constantly reported to us, and nearly all of them are of suitable age and seem to be fit subjects for education in the kindergarten. Thus we are to have under our charge a much larger number of children than ever before. A second household is to be formed equal in size to the first, and the requisite means for its maintenance must be provided. Primary classes are to be added to those of the kindergarten, and the teachers and other persons already engaged to carry on the new work, will make our list of officers and employés twice as large as it has been during the past year.

It is needless to observe, that this enlargement of the establishment and the extension of its operations will involve a corresponding increase in the cost of its support. As a matter of course the current expenses will be actually doubled as soon as the reorganization is effected. This is perfectly clear.

How are the necessary funds to be obtained?

This question is a weighty one. It shows, that we are standing on the threshold of graver responsibilities than any which have heretofore confronted us. A financial gap in the shape of an annual deficit will ere long yawn before us and cause a sort of paralytic sensation to run through the whole organism. This perilous chasm we must bridge over in some way, in order to enable the kindergarten to keep its gates ajar, to pursue its onward course uninterruptedly and to reach in its work the highest standard which is attainable.

The situation is too serious to be met by half measures and temporary expedients. It demands emphatically the radical remedy, which a regular, unvarying and unfailing source of revenue alone can give. Hence the call is urgent, the need is pressing for an increase of the endowment fund. Only this will place the infant institution in that condition of financial stability, which alone can give security to its existence, furnish the sap of its vitality, serve as an anchor of safety while its sails are spread before the winds, infuse into its activities the essence of life and progress, and open for those who are perpetually encircled by the "canopy of night's extended shade" views of glad promise in the coming time.

During the past year about \$30,000 have been received for this purpose in the shape of donations and bequests. An additional sum of \$70,000 is needed to complete the endowment fund and place the establishment on a sound financial basis, and we are forced to appeal to the public for this sum of money. Without it not only the managers will find themselves in the midst of a sea of perplexities, but the growth of the kindergarten and its efficiency will be seriously threatened.

Confidently and most fervently we urge this matter upon the attention of all benevolent persons, and especially upon the notice of those among them who are intrusted with the stewardship of riches and who are forming plans for putting their surplus where it will do the greatest possible amount of good. In

selecting the objects for their benefactions they have before them for their guidance positive facts gathered in the field of experience, and not mere verbal propositions. The kindergarten is no longer an experimental venture of doubtful utility or of remote possibilities. It has been in operation for five years and has demonstrated by its fruits the necessity of its existence and the potency of its holy mission. It has laid the foundation of a system of early training and rational education, the chief purpose of which is to open for the recipients of its benefits the surest possible way out of the wilderness of affliction, to ameliorate their condition in every respect and to brighten the dull gloom of their future—

And make the destined road of life  
Delightful to their feet.

It has brought to light the value and efficacy of Froebel's methods of physical, mental and moral development as applied to the blind, and has inaugurated a new era of reform and progress in all directions. Whosoever doubts the accuracy of this statement, let him visit the kindergarten in Jamaica Plain. An inspection of the premises and a rigid examination of the work of this infant school will convince him, that through its agency scores of tiny sightless children have been saved from the woes of misery and neglect or from the dangerous effects of indulgence, and are tenderly brought up in a little world of peace and contentment, from which sweet-

ness and light never fail to radiate and where parental care is the ruling principle, kindness the schoolmistress and love the reigning law.

Here they rest, as after much turmoil  
• A blessed soul doth in Elysium.

To insure both the continuance and the extension of these inestimable advantages and to render them accessible to those who hunger for them is the solemn duty of every just and fairminded person. For all honest and conscientious people, who cannot but feel that whatever concerns the welfare of mankind is not foreign to them, it is a sacred obligation to spare no efforts towards securing this precious boon for the most hapless of their fellow beings.

In urging the adoption of vigorous measures for the speedy completion of the endowment fund, I am fully aware of the arduousness of the task and of the manifold difficulties which have to be encountered in its performance. The fact, that so much has already been done for the blind in various ways may deter some of their best and most consistent friends from pressing their claims energetically. For myself, I have no choice. Much as I shrink from occupying constantly the post of solicitor of funds, and ardently as I desire to follow my natural tastes and inclinations and to be allowed to attend to my work quietly and far away from the ken of the public, I have to lay aside my feelings and preferences. Be my aversions and wishes what they may, it is impossible for me

either to rest or to keep silent when the cries of the stricken lambs of the human fold ring so loudly in my ears. I must speak for them and advocate their cause to the best of my ability, and in doing so, I address my closing words to one and all of you, men and women of Boston, citizens of Massachusetts, friends of the blind in all parts of New England and the United States.

To your helpful ministries I recommend the kindergarten with all the strength and earnestness that I can command. Its usefulness and success depend mainly upon your liberality. You have it in your power to invigorate it and render it a fountain of gladness and a perennial source of good by providing for it a substantial and ample foundation, or to stint it by withholding the necessary aliment and starve it and dwarf it. Pray do not fail to lend it your generous aid, for without this nothing can save it from stagnation and deterioration. In behalf of many little sightless boys and girls who cannot plead their own case I implore you to bestow promptly on their beloved garden your offerings, so that its full growth and fruition may be hastened. In the name of suffering humanity I ask you to open your hearts and purses and complete this shrine of mercy, invoking thereby the blessings of heaven upon your heads.

What shall your verdict be?

Will you have the hardihood to deny to these benighted children the lamp of life?

**MRS. WARREN B. POTTER FUND.**

If over the gates of paradise  
Bright emblems of virtues stand,  
Methinks, above them all mine eyes  
Some day shall see an open hand.

— SEABROOK.

It is a cause of heartfelt pleasure and great encouragement to be able to report, that during the past year another munificent donation has been received and a new name — that of Mrs. Warren B. Potter — has been added to the list of the generous helpers and bountiful benefactors of the little sightless children.

Mrs. Potter was one of the prominent visitors, who attended the entertainments given on Washington's birthday at the parent institution in South Boston for the benefit of the kindergarten. Accompanied by a friend, she arrived quite early and expressed a desire to see me. In the course of our brief interview she manifested deep interest in the infant school and was very eager to ascertain whether we had any reliable source of income for the support of the second household which we were striving to organize therein. On being told that we had none, she remarked, that it seemed very important to her, that steps should be taken at once to raise a permanent fund for that purpose, and that she would contribute her share towards it. To my inexpressible delight she informed me on the following day, that she had decided to give the sum of \$20,000 to the kindergarten with the sole con-

dition attached to the gift, that the principal should be safely invested and kept intact forever, and that only the income should be used for current expenses. Before the end of the week she sent her cheque for the above named amount.

On the receipt of this munificent gift a due acknowledgment was made, which read as follows:—

SOUTH BOSTON, March 1, 1892.

MY DEAR MRS. POTTER:—I use no formal phrase in saying, that words fail me to express my emotions of profound gratitude and delight on receipt of your welcome favor of the 24th ultimo with its most munificent present of twenty thousand dollars, (\$20,000) for the kindergarten for the blind. Believe me, no metaphysician ever felt the deficiency of language so much as I do now. But if I cannot interpret in adequate terms our sense of obligation to you, I am sure, that our deep gratitude towards you will ever be enrolled in eternity's own book. May heaven, which inspired your noble mind with the thought of thus aiding our infant school, mete out to you in fullest measure the blessings, which such deeds always bring to their authors. I thank you from the bottom of my heart not only for the most generous material aid which you have bestowed on the cause of the education of the blind, but also for the moral encouragement, which your munificence gives to those who are devoted to its advancement.

Yours is truly a princely gift, and it will be known as the MRS. WARREN B. POTTER FUND for all time to come. In compliance with your wishes, your name will be withheld from the public ken; but it will be indelibly engraved in the hearts of hundreds of sightless children and their helpers and will adorn the annals of the kindergarten.

Believe me, dear Mrs. Potter, with renewed thanks and sentiments of profound gratitude,

Most sincerely and respectfully yours,

M. ANAGNOS.

Verily words could hardly give adequate utterance to our gratitude for such a gift, which was all the more precious because it was wholly voluntary and unsought. To quote Shakespeare, they seemed —

Too little for so great a debt.

Both by the magnitude of her donation and the keen foresight which prompted it, Mrs. Potter has earned the distinction of being counted as one of the most liberal and sagacious contributors to the fund of the kindergarten. In the ranks of the great benefactors of the little sightless children her place is second only to that of Miss Helen C. Bradlee. Following in the track of royal generosity she has joined the chorus of those to whom the blind of New England will always sing pæans of praise and thankfulness. Deeds like hers are steps to heaven and cannot fail to imprint the names of their authors on the tablets of eternity with golden letters.

Mrs. Potter's gift is a beautiful tribute of tender affection to the memory of her late husband, as well as a testimony of the goodness of her heart and the nobility of her instincts. It is a grand offering fit for the sacred cause of humanity, a magnificent monument of pure benevolence, which will endure for all time and shall ne'er fade —

While moon and sun and night and day the seasons tell.

## THE CENTRAL OR MAIN BUILDING.

*Das Wenige verschwindet leicht dem Blick,  
Der vorwärts sieht wie viel zu thun noch über bleibt.*

— GOETHE.

These words of the poet apply with peculiar fitness to the present advance of the kindergarten undertaking, and illustrate most strikingly the increase of its wants and the demands of its development.

The infant institution is far reaching in its aims and unbounded in its possibilities. It is an enterprise of steady growth and constant progress. Hence whatever has thus far been accomplished in it is only a small part of what remains to be achieved. As Goethe puts it,—

To one who forward looks to what is left  
The little done soon dwindle into naught.

Until the plans are fully developed and carried out in all their details, each step gained must of necessity be made the starting point for further advancement; and as we progress we must broaden our views and widen our scope of action.

To provide both shelter and the means of proper training for every one of the little sightless children, who had been persistently knocking at the door of the kindergarten for admission, was a matter of paramount importance. This was our first duty. Beside it all other wants seemed of minor significance. Now that this inestimable blessing has been secured, the next thing in order is to finish the central or

main building, of which a small part has already been erected. The completion of this structure is not merely a *desideratum* but an absolute necessity for the full development and perfection of our scheme of education.

The plans for this building have been prepared with due care and much study. We are under great and lasting obligations for them to Mr. Walter R. Forbush,—an architect of practical experience and acknowledged skill,—who has made them for the kindergarten free of charge.

A careful examination of these plans will show, that pains have been taken to meet the wants and requirements of the pupils and to provide ample facilities and unusual conveniences for their physical and manual training, as well as for their intellectual and æsthetic culture.

The new edifice will be located between the two existing buildings, one of which overlooks Day and the other Perkins street.

The space in front will form an extensive lawn of about 20,000 feet in area.

The building will be four stories in height, including the basement, and will consist of three parts or sections, forming in plan, to use a comprehensive term, a double-headed T. It is divided through the centre, so that one half may be used for boys and the other for girls.

The front section will contain two workrooms, two offices, two reception rooms, and sixteen schoolrooms.

The middle section will contain a spacious gymnasium, twenty music rooms, and an audience hall capable of seating about five hundred persons, with a stage, organ loft, and two ante-rooms.

In the rear section there will be a library, twenty music rooms,—four for teaching and the remaining sixteen for practising,—and several large work rooms.

As the first floor of the entire structure is to be about eight feet above grade, there will be no difficulty in having windows of full size in all the rooms of the basement.

The central portions of the façade will show projections on either side of the entrance extending to the level of the third floor.

A flight of twelve steps will lead to a large stone portico with Ionic columns, the roof of which will make a balcony level with the second story. The entrance from this will be formed by an arch extending nearly to the third story.

The architecture of the entire structure, while differing from that of the present buildings, will be in harmony with it.

A clear idea of the plan can be obtained from the engraving which is printed at the beginning of this report.

The central building will be connected with the others by means of a covered arcade, which will resemble in form the segment of a circle. This addition will be a great improvement to the general appearance of the whole structure and at the same

time will furnish protection to the children while passing to and fro from their schoolrooms.

Mr. Forbush has taken the utmost pains in devising a system of heating and ventilation, which seems well-nigh faultless. It operates both by direct and indirect methods.

In the conception of the principles and the arrangement of the details of the plan every effort has been made to insure the strictest economy in construction, the best artistic effect of the exterior, and the simplest and most convenient arrangement of the interior in accordance with the purposes, for which the building is designed.

This edifice is so potent a factor in the normal and systematic growth of the kindergarten and will be such a valuable addition to the forces at work for the reconstruction and enlargement of our scheme of education, that the necessity of its speedy completion can hardly be overestimated. It is no exaggeration to affirm, that of all the buildings, with which the grounds of the infant institution are destined to be dotted in the fulness of its development, this one is of transcendent importance. Indeed it is the very soul and crown of the whole group of these structures,—the central foundation around which all others will cluster in perfect order and harmony. It constitutes the main spring which will supply the whole establishment with the requisite motive power, the heart which will send vital force to every part of the organism. Without it no large and decided step in ad-

vance can be taken and no efforts at reform and real progress can prove fruitful.

It is superfluous to use further arguments in favor of the immediate completion of the central building. The need of this consummation is evident, the demand is imperative. There is a glorious opportunity for some of those who are favored with an abundance of wealth to build this grand temple to humanity and thereby raise to themselves a magnificent monument, which will prove as enduring as the pyramids of Egypt.

Who will help the cause of the blind in this way?

Great-hearted, large-minded, benevolent men and women, this question is addressed to you with special emphasis. Who will respond to the cry of the little sightless children and bend his head to receive the crown, in which shall shine as pearls and diamonds the tears of joy and gratitude shed by those whom his generosity has blessed?

Chicago points with just pride to the numerous public benefactors, who during the past year have given nearly \$6,000,000 for the advancement of education and art in that city. These gifts are not only munificent but unequalled anywhere else in America. Where are the millionaires of Boston? Have they a clear sense of their social obligations? What are they doing for the community? Are there not those among them who will minister to the wants of afflicted humanity and come to the assistance of an undertaking, the object of which is to work a com-

plete revolution in the education of the blind, and place it on the broadest and most secure foundation?

#### HELEN'S "TEA" IN AID OF THE KINDERGARTEN.

Sweetner of life, and solder of society,  
We owe thee much. Thou hast deserved from us  
Far, far beyond what we can ever pay.  
Oft have we prov'd the labors of thy love,  
And the warm efforts of thy gentle heart,  
Anxious to help. — BLAIR.

The "tea" given last May by Helen Keller in aid of the kindergarten was one of the most memorable events of a year in which these were not lacking. This occasion was so charming in its character and so rich in its fruits that it never will be forgotten by those who participated in it.

Helen's action in this matter, as in most of her generous deeds and benevolent undertakings, was entirely spontaneous. Not a request nor a hint was whispered to her. The idea was absolutely her own.

For a long time she had cherished an ardent desire to do something to increase the funds of the kindergarten; but she could not decide upon a feasible plan for the accomplishment of her object. Finally the thought suggested itself to her in this wise.

One day, while conversing with two of her young friends, Miss Rosalind Richards and Miss Caroline Derby, the subject of "fairs" and afternoon "teas" given for benevolent purposes was brought up, and mention was made of the amount of net profits ob-

tained from some of these occasions. In the course of this conversation the thought of holding an entertainment of this sort for the benefit of the little sightless children flashed across Helen's mind, and she instantly asked, "why can I not give a 'tea' in aid of the kindergarten? Money is needed for a new building, and we must help Mr. Anagnos to raise it." The young ladies approved heartily of her proposition and offered to do all in their power to put it to action and promote its success. They would sell tickets, flowers and candy and invite all their friends to be present.

Then and there it was resolved that the "tea" should be given and the main features of the occasion were outlined on the spot. From that moment Helen's earnestness gave a quickening inspiration to those in charge of the undertaking and became prophetic of brilliant results.

The keen spirit

Seizes the prompt occasion — makes the thought  
Start into instant action, and at once  
Plans and performs, resolves and executes.

Helen's intimate friends, fearing that the excitement and labor involved might be too much for her health and strength, urged many objections against the scheme. They told her, that there was not time enough to carry it out thoroughly, that no suitable place could be easily found and that people had been surfeited with the concerts and receptions of the season. Helen listened attentively to the enumera-

tion of these and various other difficulties, but they made no impression upon her. She had set her heart upon her plan, and could not be persuaded to give it up. Her trust in the benevolence of "the city of kind hearts" was unbounded and made her confident of success. The following letters, written to the two friends and coworkers with whom she laid the foundations of her project, show clearly that she was determined to put it through and that her belief in victory was so firm, that she could not even think of the possibility of failure.

SOUTH BOSTON, May 9, 1892.

MY DEAR MISS CARRIE:—I was much pleased to receive your kind letter. Need I tell you that I was more than delighted to hear that you are really interested in the "tea"? Of course we must not give it up. Very soon I am going far away, to my own dear home, in the sunny south, and it would always make me happy to think that the last thing which my dear friends in Boston did for my pleasure was to help make the lives of many little sightless children good and happy. I know that kind people cannot help feeling a tender sympathy for the little ones, who cannot see the beautiful light, or any of the wonderful things which give them pleasure; and it seems to me that all loving sympathy must express itself in acts of kindness; and when the friends of little helpless blind children understand that we are working for their happiness, they will come and make our "tea" a success, and I am sure I shall be the happiest little girl in all the world. Please let Bishop Brooks know our plans, so that he may arrange to be with us. I am glad Miss Eleanor is interested. Please give her my love. I will see you tomorrow and then we can make the rest of our plans. Please give your dear aunt teacher's and my love and tell her that we enjoyed our little visit very much indeed.

Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 11, 1892.

MY DEAR ROSALIND:—I have tried several times today to write this little note; but was obliged to leave it until this evening. I have not forgotten my promise for a moment, and the fulfilment of it now gives me very great pleasure. It is past my bed-time, and teacher says I ought to be in dreamland, but I do not think the fairies would be glad to see me if they knew I had not kept my promise. So, dear Rosy, my last thoughts tonight shall be given to you. I shall be so happy to see you again tomorrow. I hope you will not have any lessons to study, because I want you to help me decide about the tea. Some of my friends think I had better give up the idea; but of course that thought makes me unhappy. I am sure the people will not let us fail when we try to do something for little blind children. And you know, Rosy, dear Dr. Howe said, "obstacles are things to be overcome." That makes me sure that we ought not to think about failure ever. Now, I must say good-night.

Lovingly yours,

HELEN KELLER.

The arrangements for the "tea" began at once, and the first step taken was to secure a house large enough to accommodate all those who were disposed to attend. Mrs. Julia Ward Howe gladly offered the use of hers; but it was not thought large enough to hold the expected guests.

Moved partly by the feeling that the undertaking was too heavy a tax upon the strength of the child, but mainly by the fact, that her parents had already written to me that they had decided to have her return home with little further delay, I again seized the opportunity and tried with gentle persuasion to convince her, that it was best under the circum-

stances to postpone the execution of her plan, but in vain. She was as firm as a rock, and as a consequence, instead of inducing her to change her mind, I found my slower and hesitating sensibilities kindled by the fire of her burning enthusiasm.

Helen's thoughts were turned towards the spacious mansion of Mrs. Mahlon D. Spaulding, which she had visited with her teacher, and by the advice of the latter she immediately wrote the following letter to her dear friend and generous benefactor, Mr. John P. Spaulding, one of the truest and most liberal noblemen of our community.

SOUTH BOSTON, May 11th, 1892.

MY DEAR MR. SPAULDING:—I am afraid you will think your little friend, Helen, very troublesome when you read this letter; but I am sure you will not blame me when I tell you that I am very anxious about something. You remember teacher and I told you Sunday that I wanted to have a little tea in aid of the kindergarten. We thought everything was arranged; but we found Monday that Mrs. Elliott would not be willing to let us invite more than fifty people, because Mrs. Howe's house is quite small. I am sure that a great many people would like to come to the tea, and help me do something to brighten the lives of little blind children; but some of my friends say that I shall have to give up the idea of having a tea unless we can find another house. Teacher said yesterday, that perhaps Mrs. Spaulding would be willing to let us have her beautiful house, and thought I would ask you about it. Do you think Mrs. Spaulding would help me, if I wrote to her? I shall be so disappointed if my little plans fail, because I have wanted for a long time to do something for the poor little ones who are waiting to enter the kindergarten. Please

let me know what you think about the house, and try to forgive me for troubling you so much.

Lovingly your little friend,

**HELEN KELLER.**

To this letter Mr. Spaulding sent the following reply:—

BOSTON, May 13, 1892.

MY DEAR HELEN:—Your delightful letter referring to the tea was received with much pleasure, and Mrs. Spaulding will be only too delighted to further your excellent project in any way in her power.

You and your good teacher had better call on Mrs. Spaulding at her home and make all arrangements with her. The latest date at which her house will be open this spring is May 26th, for she then goes out of town. I am entirely with you in sympathy in your most excellent efforts in aid of the kindergarten.

Yours very sincerely,

**JOHN P. SPAULDING.**

This answer was a most happy solution of the greatest of all the difficulties in the way of the child's plans.

Acting on Mr. Spaulding's suggestion, Helen called on Mrs. Spaulding and was made thrice happy by the announcement, that not only would the house be opened for the occasion, but that the needful refreshments and service would also be supplied.

Accompanied by her teacher and by Miss Caroline Derby, Helen went directly from Mrs. Spaulding's residence to the office of the *Evening Transcript*.

There she found the editor in chief, Mr. Edward H. Clement, one of the most generous and loyal friends of the cause of the blind, and asked of him the favor of a notice of her plan. Mr. Clement listened very attentively to the story of her scheme and promised to do all he could for its furtherance. On her return home she wrote to him the following letter, which appeared promptly in the *Transcript* and was copied far and wide.

SOUTH BOSTON, May 18th, 1892.

MY DEAR MR. CLEMENT:—I am going to write to you this beautiful morning because my heart is brimful of happiness and I want you and all my dear friends in the Transcript office to rejoice with me. The preparations for my tea are nearly completed, and I am looking forward joyfully to the event. I know I shall not fail. Kind people will not disappoint me, when they know that I plead for helpless little children who live in darkness and ignorance. They will come to my tea and buy light,—the beautiful light of knowledge and love for many little ones who are blind and friendless. I remember perfectly when my dear teacher came to me. Then I was like the little blind children who are waiting to enter the kindergarten. There was no light in my soul. This wonderful world with all its sunlight and beauty was hidden from me, and I had never dreamed of its loveliness. But teacher came to me and taught my little fingers to use the beautiful key that has unlocked the door of my dark prison and set my spirit free.

It is my earnest wish to share my happiness with others, and I ask the kind people of Boston to help me make the lives of little blind children brighter and happier.

Lovingly your little friend,

HELEN KELLER.

Another of Helen's letters, addressed to Mrs. Isabel C. Barrows, was published in the *Christian Register* with a suggestion from the editor, that those who are prevented by distance or any other obstacle from attending the "tea," can send their subscriptions just the same. Responses came quickly from readers far and near, bringing various contributions, which were added to the proceeds of the entertainment. Here is the text of the letter:—

SOUTH BOSTON, May 17, 1892.

MY DEAR MRS. BARROWS:—Will you kindly tell the readers of the "Register" that there will be a tea in aid of the kindergarten for little blind children, at Mrs. Spaulding's, 99 Beacon st., next Tuesday afternoon?

I think you would like to know how the tea happened to be thought of; so, I will tell you about it. A little girl, who is blind herself, has wanted for ever so long to help make the lives of many little sightless children bright and happy; but she did not know how to go to work. As the time drew near when she must leave Boston and return to her own dear home in the sunny south her wish to do something for those whose homes were dark and lonely grew stronger, and one day she decided to give a tea, and ask the kind people of Boston to make it a success. She asks them to come to the tea and buy light for the helpless little ones who live in darkness. Surely they will not disappoint her! This little girl remembers when this wonderful world, that is now so bright with sunlight, and lovely with flowers and stars and birds, was hidden from her by a thick curtain of darkness. Then love came in through her sensitive fingers, and let her soul out into the sunlight of knowledge. Education banished the darkness from her life, and the sunshine of love and thought and beauty flooded her soul. Dear Mrs. Barrows, I am that little girl; and I want to

share my happiness with others. I want all little sightless children to enjoy the blessings that have been given to me.

Lovingly your little friend,

HELEN KELLER.

Among those to whom Helen wrote personal letters, requesting them to call the attention of the public or that of their friends to her tea, were Mr. Arlo Bates, editor of the *Boston Courier*, Mr. Alfred T. Waite of the *Boston Herald*, Mr. John M. Rodocanachi, Miss M. G. Curtis, Mrs. William S. Crosby, Mrs. S. H. Hayes, Miss Grace White and many others. Here are the letters addressed to the above named persons.

SOUTH BOSTON, May 20th, 1892.

MY DEAR FRIEND:—I am going to have a tea in aid of the kindergarten for little blind children, next Tuesday afternoon, from three to six, at Mrs. Spaulding's, 99 Beacon street, and I write to ask if you will kindly tell the readers of the "Courier" about it. I am trying to raise money to help build a pleasant, cheerful home for poor little sightless children, where they will be tenderly and wisely cared for. Many helpless little boys and girls are now waiting to enter the kindergarten, but there is no room for them. These little human plantlets need the sunshine of the child's garden to grow in. I want the kind people of Boston, who have already done so much to brighten the lives of these helpless little ones, to come to my tea, and buy light—the precious light of love and knowledge for those who are still in darkness. Surely they will come! and hasten the joyful day when all little afflicted children will have a sunny corner in the child's garden, where they can grow in goodness and beauty. Then their minds will open like beautiful flowers, and their hearts will be filled with

love and gratitude for those dear friends who led them out of darkness into the beautiful sunlight of knowledge.

I remain, with loving wishes, your little friend,

HELEN KELLER.

ARLO BATES, Esq.

SOUTH BOSTON, May 21, 1892.

MY DEAR MR. WAITE:—I am delighted to hear that you will give a notice of my tea in the Herald. Surely there are many, many readers of that great paper, who must feel a deep and tender sympathy for the little ones who cannot see this beautiful world, and sympathy always makes us helpers of one another. Therefore I shall look forward to seeing many friends at my tea, who will say, “Helen, I read about your tea in the Herald, and I have come to help you make the lives of afflicted little children more bright.” With love for your little boy, I am very sincerely yours,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MR. RODOCANACHI:—I am going to have a tea in aid of the kindergarten for little blind children, next Tuesday, from three until six, at Mrs. Spaulding’s, 99 Beacon street. Will you please come, and ask my good friends at the Norfolk House to come also? I shall be so happy to see you again before I leave Boston. Do you think Mr. Waite has forgotten me? If he has not, perhaps he will tell the people who read the “Herald” about my tea. I know he will feel a tender sympathy for the helpless little ones whose lives are dark and lonely, because he loves his own little boy and likes to see him enjoy all the beautiful blessings that God has given him. He will, I am sure, be glad to help me make the lives of poor little blind boys and girls more bright and happy. Hoping that I shall see you at my tea, I remain, lovingly your little friend,

HELEN KELLER.

SOUTH BOSTON, May 20th, 1892.

MY DEAR MISS CURTIS:— I hope you do not think that Helen has forgotten you. That would be a great mistake for I love you very much even though I do not write to you often. When I go home I shall have more time, and then you shall have a long letter. I will tell you what Phillips thinks of the little flag and also what our dear country's flag means to me. But now I must tell you about my tea. I have wanted for ever so long to help Mr. Anagnos make the lives of little sightless children brighter; but I did not know how I should do it until I heard that people sometimes gave teas in aid of good objects. Then it flashed into my mind that I could give a tea for little blind children. I was sure the kind people of Boston would not let my little plan fail, when they knew that I was trying to share my joy with those whose lives are spent in darkness and loneliness. The preparations for the tea are nearly completed. It will be at the house of Mrs. Spaulding, 99 Beacon St., next Tuesday afternoon from three to six. I hope I shall see you and your dear sister there. Please give my love to Peggy and Harriot. Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MRS. CROSBY:— I am going to have a tea in aid of the kindergarten for little sightless children, next Tuesday afternoon, at Mrs. Spaulding's, 99 Beacon St. Will you please come? And I hope you will interest your friends and ask them to come too. I should be delighted to see Mr. Savage there. Perhaps if you tell him that I am trying to make the lives of many little helpless blind children good and happy he will ask his people to help me. I want to see you and Sumner very much; please try to come to my tea. I wish I could write you a longer letter but I must not now. Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 20th, 1892.

MY DEAR MRS. HAYES:—Will you please tell the young ladies whom I met at the kindergarten that the tea I told them I was going to give, will be at Mrs. Spaulding's, 99 Beacon street, next Tuesday afternoon, from three to six? I hope I shall have the pleasure of seeing many of them there. The tea is in aid of the little sightless children who must live in darkness and ignorance unless kind people help Mr. Anagnos to build another pleasant home for them, where they will be tenderly and wisely cared for, and allowed to grow in beauty and goodness.

Please give my love to the young ladies and think of me always as your loving little friend,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MISS GRACE:—The preparations for my tea in aid of the kindergarten for little blind children are nearly completed. It will be given at Mrs. Spaulding's, 99 Beacon street, next Tuesday afternoon. Will you please come? And will you tell your friends and ask them to come too? I am sure they will all be interested if you tell them that I am trying to make the lives of many little helpless children bright and happy. Do come and help me. Please give my love to your mother and sisters, and believe me, lovingly yours,

HELEN KELLER.

The attendance of her beloved friends, Bishop Brooks and Dr. Oliver Wendell Holmes, was secured by a personal call on the former and the following note to the latter:—

SOUTH BOSTON, May 21st, 1892.

DEAR, GENTLE POET:—I am going to have a tea, in aid of the kindergarten for little sightless children, next Tuesday afternoon,

from three to six, at Mrs. Spaulding's, 99 Beacon street. I shall be more happy than words can express if you can be there. I take very great pleasure in sending you tickets for yourself and Judge Holmes, and I shall look forward to seeing you both on Tuesday.

I was delighted with your kind letter, and I shall always keep it with my choicest treasures.

With warmest love, I am your little friend,

HELEN KELLER.

Invitations were also sent to Dr. Edward Everett Hale, Mrs. Julia Ward Howe, Mrs. Louise Chandler Moulton, Mr. and Mrs. Edward H. Clement, Rev. Julius H. Ward and several others.

To his excellency, the Governor of Massachusetts, Helen wrote the following letter:—

SOUTH BOSTON, May 20th, 1892.

DEAR GOVERNOR RUSSELL:—I am going to have a tea in aid of the kindergarten for little sightless children, next Tuesday afternoon, from three to six, at Mrs. Spaulding's, 99 Beacon street, and I shall be very happy indeed if you can be there. I take great pleasure in sending you tickets for yourself and Mrs. Russell and the dear little boys, Richard and William. I shall look forward to seeing you on that day.

It is with delight that I remember my visit to the State House, and I shall always think of the first governor I ever saw, with the pleasantest feelings.

With kindest love for the little boys and Mrs. Russell, I am your little friend,

HELEN KELLER.

Governor Russell was out of town on official business when this letter was posted. On his return

home he found it on his desk awaiting him, and he immediately sent a courteous and graceful acknowledgment, expressing his regrets at his absence from the "tea" and explaining the reason why he had failed to be there.

While Helen was in the midst of her labors she received from Miss Anna Louise Partridge of Augusta, Maine, the following letter, which speaks for itself:—

AUGUSTA, ME., May 22nd, 1892.

MY DEAR LITTLE HELEN KELLER:—Perhaps you won't remember among the many, *many* friends of the Kindergarten for the Blind one who has done so *little* but *felt* so much for them; so I will introduce myself as Miss Partridge, from Augusta, Maine, whose little school last year gave a little entertainment, or "Kindergarten Recital," for the benefit of the Kindergarten for the Blind. We want to do it again this year about the 18th or 20th of June for the same purpose as before—the new building fund (that is if you think our little offering will be as acceptable there as anywhere).

Since we have arranged to do this, I hear that there is a movement in progress among the older children in town to give an entertainment for the Perkins Institute later, but think too much can not be done in such a good cause, and I want my little ones to feel their "mite" will still be worth the giving.

I have in my school thirty or more of the loveliest and most attractive little children in the city, with the happiest of homes (they are all under nine years of age), and it seemed to me specially appropriate that these happy little ones, should do something for the little ones in the Kindergarten for the Blind to help make *them* happy. They had sent flowers from time to time, but I wanted them to do *more*; so last year the use of our Unitarian church parlors was kindly given, and our little recital

was very much of a success. The children won the hearts of all present, and the parlors were filled to overflowing. I only hope we may do as well this year, but, of course, cannot be sure. I am going to ask you, if you wouldn't like to write a letter to these little children of mine, many of whom met you last summer at Gardiner and *all* of whom know about you and speak of you *most lovingly*—as I think one word from you, which the children and their parents could see, would do more than many of mine to awaken an interest and let them know what a *blessing* this Kindergarten for the Blind is to these little blind children, some of whom (like your little Tommy Stringer) have never known a real home before. I have read of the "tea" which you are to give very soon, and I know it can but be all you would wish, and feel sure it must be very successful. I know how very much occupied your time must be, but I thought if you could only write just a few lines (as soon as you conveniently could before you went away) to these, my little pupils, who I hope will grow up in such a way as to seek and find their greatest happiness in "doing good to others," I would consider it a great favor, and hope it would prove one too to the little blind children. With best wishes for your happiness, cordially your friend,

ANNA LOUISE PARTRIDGE.

It was with great delight, that Helen heard of the entertainment which the children of Miss Partridge's little school proposed to give in aid of the kindergarten for the blind, and in compliance with the request contained in the above letter, she sent the following note:—

MY DEAR MISS PARTRIDGE:—Of course I am glad to write a letter to my little friends in Augusta. I am delighted to hear that they are going to give an entertainment in aid of the Kindergarten. It is beautiful to think that these happy little children,

who live in pleasant homes and are watched over and cared for by loving parents, are working for other little ones who are not so blessed as themselves. They will, I am sure, find great happiness in the thought that they are helping with their love and sympathy to make the lives of little blind children more bright. Please give them my love and best wishes for the success of their entertainment, and believe me, with much love and kind wishes,

Your little friend,

HELEN KELLER.

At last the twenty-fourth of May, the appointed date for the festival, came. The day was one of the loveliest of the season. The sun shone brightly, and the air was clear and balmy. The walk through the public garden, dressed in its charming spring attire and ringing with the melodious music of the birds, which were sweetly singing their carols under the fragrant blossoms of the trees, formed a prelude or introduction to the entertainment proper, the Spaulding house being situated near by. The great mansion with its handsome furnishings and the fine view from its windows made an appropriate frame for the animated picture of the assembled guests who thronged the parlors and surrounded the young hostess. "Mrs. Spaulding graciously effaced herself in making every body comfortable, and was everywhere at once in the pervading sense of tactful management and harmonious adjustment of guests and service."

The flower table was in charge of Miss Rosalind Richards, Miss Marion Pearce, Miss Susan Brooks and Miss Alice Pitts. Four young ladies presided

over the candy table,— Miss De Wolf, Miss Eleanor Gray, Miss Elsie Talbot and Miss Mary L. Hubbell. Tea was dispensed by the Misses Agnes and Gertrude Brooks, Miss Eloise Derby, Miss Marian Appleton and Miss Marian Lawrence. Music was furnished by Helen's schoolmates,— Miss Mary H. Hoisington, Miss Edna A. Joslyn, Henry R. W. Miles, and Henry E. Mozealous.

The attendance was very large. The eagerness with which the public responded to Helen's announcement gave unmistakable evidence of the hold which she has upon all classes of people. An immense number of literary and benevolent persons, representative of the thought, culture, learning, best social type and philanthropy of this community, flocked together under the hospitable roof of Mrs. Spaulding to pay homage to the genius of the wonderful child and to aid her in her mission of love and mercy.

Helen has seldom appeared to better advantage than on this occasion. Her resources proved to be inexhaustible and always at command. She received everyone with unfailing joyousness and cordiality, now chatting merrily with Bishop Brooks and Mrs. Howe, or laughing heartily with Dr. Holmes and Dr. Hale, now embracing a child who had come to bring her a contribution for the kindergarten, now shaking by the hand a lady of four score and nine who was very desirous of seeing her, now inquiring of Mr. Bates the name of his boy, or of Mr. Chamberlin how

little Corda was, now giving a rose with a kiss to a timid tiny girl who was anxious to approach her, now sending a sweet message of affection and best wishes to some absent friend, who was not able to attend, and always saying pleasant words and rendering warm thanks to each and all for their active interest in the cause of the education of the blind.

The grace of her gentle touch,  
The heart that cares for all so much,  
The noble mien, the noble face,  
All fit her for a high place.

The "tea" proved a delightful festival, and its results verified fully Helen's highest expectations. It was a most brilliant success not only in numerical attendance but socially and financially as well.

The affair called forth much generous and appreciative comment, showing the strong, loving interest which the heroine of the occasion roused in the breast of everyone. It is impossible to describe the enthusiasm with which she was received. The newspapers were full of glowing accounts of this unique event. The "Listener" spoke of it in the columns of the *Evening Transcript* as follows:—

All Boston was at Helen Keller's feet yesterday afternoon. "I did not know you had so many friends, Helen," a gentleman said to her, after waiting a long time in the crush for his turn to greet her. "All the people in Boston are my friends," she answered, smiling not confidently, but gratefully, in her seraphic way. Only a moment before the room had rang with laughter when Dr.

Holmes (who, by the way, did not look any older nor step any older than he did ten years ago) was chatting with Helen. But it was really no laughing matter when she assured him that really she had not been deceiving him all the while and that she does *not* possess eyes to see and ears to hear! Her case almost seems a reversal of the scriptures; it is as much as to say to the world, "He that hath not ears to hear, let *him* hear; and he that hath not eyes to see, let *him* see." Helen's face wore a rapt and somewhat excited expression as all the people passed in review before her, but that she was in perfect mastery of herself was shown by her quick recognition of her friends as they grasped her hands, and her special word for each acquaintance. It is a high sort of presence of mind that enables one who is "receiving" to say the proper word in the case of every person in a great crowd. The power to recognize instantly an acquaintance by a mere grasp of the hand seems a wonderful thing to us who have learned to depend entirely on our eyes, and it must seem scarcely less so to the blind who learn to depend upon their ears. But we simply do not know what a vast deal of differentiation there is in hand-grasps. To Helen herself, as it was to Laura Bridgman, probably it is hard to understand how people can regard it as so wonderful. Helen's gift of always saying the proper thing and making exactly the proper inquiries is probably much more wonderful.

It was pleasant to think that the Kindergarten for the Blind was profiting so famously by Helen's earnest and nervous work for it, and by the universal and generous interest in her. People could not have invested their dollars in a nobler cause.

The correspondent of the *Salem Gazette*, Miss L. F. S. Barnard, wrote a most interesting description of the occasion, which we copy in full.

BOSTON, May 26, 1892.

The sun, which refused to shine for so many days, at last consented to appear on the day of Helen Keller's tea. All Boston

seemed to be pouring into Mrs. Spaulding's elegant Beacon street house, rich with its pictures, carvings, and beautiful ornaments, but most wonderful of all was the young hostess.

Clad in an embroidered white muslin, a pink sash about her waist, and hosts of friends about her, she expressed herself as being "perfectly happy," and certainly she looked it. Miss Sullivan, the delicate-faced teacher, who more than all others has brought light unto darkness, stood close beside her charge, who tightly clasped her hand, and often turned to embrace her.

Such a happy, rapturous face! No sign of deprivation, darkness or suspicion, but life, light and love. "I love everybody," she said, kissing the little children, taking them in her arms, and passing her hand lightly over their faces and hair.

When Bishop Brooks's coming was made known to her, she stepped forward, stretched out her arms till she grasped him, and then gave him a hearty kiss. Dr. Hale was received in the same loving manner, and he held some lively conversation with her, which she interpreted by putting her finger on his lips. Young and old hung about her, fascinated by her wonderful gifts, and to every one presented she said some word of greeting. On being asked if she liked Boston, she said, "Oh, yes, it is the city of kind hearts."

The idea of giving a tea was her own, and one from which she could not be turned. She could and would aid the blind children, and every movement and word showed how much interested she was in making it a success. Never languid, never weary, she grasped hands, exchanged greetings, and was on the alert for anything that might happen. Little children, almost babies, crowded about her, one old lady of eighty-nine pressed forward to see her, and numerous celebrities joined the throng to see the latest wonder of the world. Laura Bridgman, wonderful though she was, lacked much when compared with Helen, whose poetical nature seems to have a rare insight into things hidden and unseen. The sweet smile which wreathes her beautiful mouth has no affectation about it; it is a natural expression of the love and light

within. Her eyes were lifted upward as if she drew inspiration from above, and her feet were so full of happiness that she could scarcely stand still, but lightly danced back and forth in her pleasure.

"Perfectly happy!" Yes, she looked it. Forgetting self and deprivations in her joy at being able to help others, and practical enough to reckon up in her busy head what the profits would probably be.

Back and forth from one spacious parlor to another she moved, the crowd following her, only a few dropping off from time to time to purchase flowers or sweets from the dainty tables, or passing into the rear room where hot drinks and cool creams were served from the flower laden table.

Musical selections were given from time to time, but the throngs came to see this gifted child and cared for little else. A child in years, though well developed in body and mind. Mr. Anagnos, one of her dearest friends, was often by her side, holding her soft, white hand in his as he tapped his message on her palm, a message of good cheer often, for she laughed heartily after getting it.

So the afternoon passed away, brightly, cheerily, and as the people passed from her radiant presence into the beautiful sunshine without, probably each person thought "If she can be so happy, why then can not I?"

All who joy would win  
Must share it—  
Happiness was born a twin.

One of Helen's guests, Mrs. James Tucker, was so deeply impressed with the child's charming appearance and demeanor that she wrote the following sonnet, which was published in the *Evening Transcript* under the *nom de plume* Margaret May:

TO HELEN KELLER.

Dear child, we dream not of thy fettered pain,  
Shut in from all life's harmonies, with silent ear  
Which answers not to bird-song, or the strain  
Of grand symphonic music, we may hear;  
We cannot know the darkness thou must feel,  
With only sense of warmth or chill, or odor sweet,  
Or touch of velvet petal, to reveal  
The spring with bloom of flowers, and green turf, neath thy feet.

But ah! with keener sense of all these things,  
Revealed by intuition, doubly strong in thee,  
With pure, glad soul, which soars on buoyant wings,  
But helpless to pour forth its throbbing melody;  
God give to thee, sweet girl, that subtler sense  
To guard thee from th' approach of treachery and wrong,  
May true love bring thee some faint recompense  
To swell the inner gladness of thy voiceless song!

Helen was elated by the grand success of her undertaking. From the very beginning she had been sure, that the "city of kind hearts" would not allow it to fail, and she was filled with joy when she found that she was right in her faith. The first letter in which she gave utterance to her delight, was written the next day to her dear friend, Miss Clara Thordike Endicott, who was not able to attend the tea. It read as follows:—

SOUTH BOSTON, May 25th, 1892.

MY DEAR MISS ENDICOTT:—I was very sorry indeed that you were not able to come to my tea yesterday. It was a great success. I think we made more than a thousand dollars, and more love and sympathy was expressed for the little sightless children than could be represented by much more money. I thought of

you and your dear father several times and wished you were both there to enjoy everything with me. My beloved friend, Bishop Brooks, my gentle poet, Dr. Holmes, my dear cousin, Dr. Hale, and many, many other good and wise people came and made us glad by their presence. But I will come and tell you all about it tomorrow, if I may? I am going home next week and I would like to say goodbye before I go; but I should not like to weary you. Please give my love to Mr. Endicott and tell him I did not think so much tea would be good for teacher so I asked some other friends to come and drink nine cups for her. I am very glad that you are better and hope when I hear from you this summer you will tell me that you are quite well again.

Lovingly yours,

HELEN KELLER.

To another friend, Miss E. P. Whitney of West Newton, she wrote as follows:—

SOUTH BOSTON, May 25th, 1892.

MY DEAR MISS WHITNEY:—I am very sorry that you could not come to my tea. It was a great success. I thank you very much for the five dollars which you sent me for the little sightless ones, and I enclose a note of thanks for Charlotte. I hope sometime I shall have the pleasure of seeing you.

With love and best wishes from your little friend,

HELEN KELLER.

Thank you, dear Charlotte, for the fifty cents which you sent me for the dear little children who cannot see. It will help bring light and gladness into their lives, and you, too, will be happier for having done a kind deed.

I am your little friend,

HELEN KELLER.

To the munificent benefactress of the little blind children, Mrs. Warren B. Potter, whose order for tickets was received after the tea was over, Helen sent the following message of explanation and love:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MRS. POTTER:—I was very sorry indeed when I heard that your order for tickets to my tea came after it was over. It would have given me great pleasure to have seen you there; for I know what a good friend you have been to little sightless children, and that you have done much to make their lives bright and happy. I love you because your heart is kind and full of gentleness and sympathy, and I want you to know that I love you even though we have never met.

My tea was a great success!

Ever your little friend,

HELEN KELLER.

The valuable assistance, which Miss Caroline Derby rendered to the success of the entertainment, was appropriately acknowledged in the following letter, overflowing with joy and enthusiasm:—

SOUTH BOSTON, May 26th, 1892.

DEAR MISS CARRIE:—I am more happy than words can express over the success of my tea. I think it is always so, when our hearts are brimful of joy and gratitude we never know exactly what to say; but I like to think that God knows all that we feel even though our language be ever so imperfect. And you, dear Miss Carrie, must try to imagine the happiness that I feel this beautiful May morning. I thank you most emphatically for all you have done to make my tea a success. I am sure we shall always find a sweet pleasure in the thought that we have helped a little to brighten the lives of many afflicted children. Mr. Anag-

nos says, we made about eleven hundred dollars. Is it not splendid? Come on Saturday after three.

Please give my love to your dear aunt, and believe me, with warm love, affectionately yours,

HELEN KELLER.

One of the earliest and stanchest friends of the kindergarten, Miss Charlotte M. Haven, of Portsmouth, N.H., sent to Helen a contribution of ten dollars for her "tea," enclosed in the following letter:—

PORTRSMOUTH, N.H., May 23rd, 1892.

MY DEAR YOUNG FRIEND:—I have just read your letter to Mrs. Barrows, in the last "Christian Register," and most truly wish I could attend the "tea," tomorrow afternoon you have so kindly purposed,—to be given in behalf of the little blind children. But as I have been an invalid for many years, and unable to go out, it will not be possible for me to be present,—nor could I, even if living in Boston. But I feel a deep interest in the sightless little children, and in the kindergarten that will benefit and aid them so much,—and so I enclose to you \$10, to add to any you may receive from the sale of tickets for the tea. Please use it as you think best.

I should love much to see you, for I do not feel that you are a stranger. My best wishes are with you, for a very pleasant and happy summer in your own dear home. The season here is later; but now it is very beautiful; and I wish you could look into our pleasant, old garden, this afternoon as the sun shines upon the old apple trees, laden with blossoms, and so fresh and fragrant, after the heavy rain of yesterday, while the grass beneath, is of an emerald green.

Two beautiful orioles are flitting among the blossoms,—the robins are building a nest in the pear tree near my window, which is nearly a hundred years old,—and a delicate little yellow bird is making a home in the syringa bush close by.

This scene, so full of beauty and this rich unfolding of a renewed life all around us, reminds me of Lowell's beautiful lines in "The Vision of Sir Launfal," "And what is so rare as a day in June"—for June will soon greet us again.

Again, accept my best and kindest wishes for the months to come;—and with much love believe me,

Affectionately your friend,

CHARLOTTE M. HAVEN.

Helen was highly pleased with the contents of this most kind and interesting letter, and as soon as she found a few minutes of leisure she sent the following reply:—

SOUTH BOSTON, June 1st, 1892.

MY DEAR MISS HAVEN:—I thank you very much for your sweet letter, and for the warm interest you take in little blind children. I do not feel as if you were a stranger to me, because your letters tell me a great deal about you. I know that you love the beautiful flowers, the little birds, and the lovely June days. I also love these beautiful things with my whole soul, and so we are warm friends. I thank you in behalf of the little blind children for your unfailing kindness to them. My tea was a great success. We made eleven hundred and thirty-five dollars. I am very happy indeed, and very grateful to the kind friends who helped me carry out my little plan. I am going home to-morrow.

Believe me, dear lady, your loving little friend,

HELEN KELLER.

Another contribution of five dollars, enclosed in the following letter from an invalid lady, was received by Helen on the day previous to that of her "tea":—

ROXBURY, MASS., May 22nd, 1892.

Though an entire stranger, I must say, my dear Helen, because of my warm interest in you, and unfailing love for children, so

many of whom I had the care of through my long life, and with so much enjoyment, I do not feel *you* are a stranger to me. I have heard so much about you, but it would give me great pleasure to know you personally, to take you by the hand and look into your face, as perhaps I might have the opportunity of doing, if I were not an invalid and unable to go about much. I have some little nieces and nephews in Plattsburgh, New York, who are very much interested in all I can send them about you, and in your kind thought for, and love of, your little deaf, dumb and blind friend, "Tommy." I hope your many friends will fill your little purse very full, in his behalf, for your dear sake as well as his. I want to put my small mite in it, and enclose \$5.00 — five dollars — which you are to make use of, as seemeth to you best. I wish it were one hundred times as much, but every little helps. I hope your "tea," which you mention in your *Transcript* letter, will prove a great success. Not having seen any notice of it, I do not know what it is to be, or has been, if it already has taken place. I should be delighted to hear from you, but you have so many personal friends to write to I hardly feel I ought to ask for such a favor! I would like to hear the money reaches you safely. Not knowing your address, I shall send, through your, and my, very dear friend, Rev. E. E. Hale, whom you must love very much, as do all who are blessed by his friendship. I hope you have quite recovered from your recent illness and that your little friend, to whom you have been as a dear and loving sister, is well and happy. Will you tell him an old lady friend sends her love and good wishes, as she also does to you, dear Helen. I know you are enjoying the beautiful waking up of spring, after the long winter's sleep. Your spirit feels it all, and is made happy thereby, is it not? The dear and loving Father in Heaven keep and bless you ever more. With heartfelt interest and all the love you will accept, ever your true friend,

MARY R. HUDSON.

To this touching letter Helen replied as follows:—

SOUTH BOSTON, June 1st, 1892.

VERY DEAR FRIEND:—I cannot leave Boston without sending you a loving message. I enjoyed your kind letter very much indeed, and I have wanted to write to you and thank you for it, and for the five dollars which you sent me, but I have been very busy. Tomorrow I start for the South with my dear teacher. If I were not going away so soon, I would certainly come and see you. It fills my heart with gratitude to think I have so many loving friends. Dear little Tommy is doing well. You will be pleased to hear that my tea was a great success. We made more than eleven hundred dollars, and many new friends for little sightless children. I am very, very happy because I have been able to do something for the little ones who are not so blessed in many ways as I am. I would like to write you a longer letter, but I must not to-day. I have still several notes to write and feel rather tired. I shall think of you often this summer, and I shall always be very happy to hear from you. I am with much love and many thanks for your warm interest in the little blind children.

Affectionately yours,

HELEN KELLER.

A gift of five dollars from Mr. Charles G. Chase, of Brookline, with whom Helen had spent a very pleasant afternoon at the Wheaton Seminary in Norton, was acknowledged as follows:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MR. CHASE:—I am very sorry indeed that you could not come to my tea. I should have written to you about it, but I thought the newspapers would tell everything. Please accept many thanks for the five dollars you sent me. It was very kind of you to send it when you could not come.

I shall always remember my visit to Wheaton Seminary with pleasure, and I hope when you see the teachers and scholars again you will give them my love.

Teacher and Mr. Anagnos send their kind regards and best wishes.

Remember me kindly to Mrs. Chase, and believe me,  
Your loving little friend,

HELEN KELLER.

On being informed that Miss Camilla H. Shinkle, one of the students at Mrs. S. H. Hayes' private school, had sent a generous gift of money to the kindergarten, Helen hastened to write her as follows:—

SOUTH BOSTON, May 28th, 1892.

MY DEAR MISS SHINKLE:—I have just heard of your generous gift to the kindergarten for little blind children, and I want to thank you in behalf of the helpless little ones whose lives will be made more bright because of your tender sympathy. I am sure you will always remember with pleasure this kind deed. I do believe the very sunshine will seem more bright and clear to you now that you have brought light and music into the lives of others.

Hoping that I shall see you again sometime, I remain,  
Lovingly your friend,

HELEN KELLER.

To a letter from Mrs. Mary E. Stearns, expressing deep sympathy for the little blind children, Helen responded as follows:—

SOUTH BOSTON, May 28th, 1892.

MY DEAR MRS. STEARNS:—Your kind letter makes me feel as if I had always known you, and your loving sympathy for the little blind children makes me love you dearly. I should like very much indeed to see your beautiful garden. I love the spring-time

because it is so full of beauty and renewed life. My spirit feels the beauty that is all about me and I rejoice in it. I was pleased to hear about your noble husband, and I am very grateful to you for sending me the poem which so beautifully describes his brave, unselfish life.

Please accept my best and kindest wishes and believe me  
Affectionately your child-friend,

HELEN KELLER.

The receipt of some home made bon-bons, sent to Helen for her "tea," was acknowledged as follows:—

SOUTH BOSTON, May 28th, 1892.

MY DEAR MISS MIELLÉZ:—Please accept many thanks for the bon-bons which you were so very kind as to make and send to my tea, and believe me, with love and best wishes,

Sincerely yours,

HELEN KELLER.

Mr. George B. Knapp of Boston, one of the most faithful friends of the blind, sent a contribution of twenty dollars, accompanied by the following note:—

BOSTON, May 27th, 1892.

DEAR HELEN:—As it was not convenient for Mrs. Knapp and me to attend your tea last Tuesday, I wish you to accept the enclosed twenty dollars and add it to the sum you received that day in aid of the Kindergarten.

Wishing for you a very happy summer, and hoping that your many loving friends here in Boston may have the pleasure of welcoming you back in the autumn refreshed and in perfect health,  
I am, Sincerely your friend,

GEORGE B. KNAPP.

Helen acknowledged the receipt of the gift as follows:—

SOUTH BOSTON, June 1st, 1892.

MY DEAR MR. KNAPP:—Please accept many thanks for the twenty dollars which you sent me. I am sorry that you and Mrs. Knapp could not come to my tea. It was delightful to see so many dear friends, and I was very, very happy all day. You will be glad to hear that we made eleven hundred and thirty-five dollars. It makes my heart beat very fast with joy to think how many little lives that sum will make more bright. Please give my love to your dear wife, and believe me,

Your loving little friend,

HELEN KELLER.

A little boy, to whom Helen gave a bunch of flowers at the reception, sent her a contribution with the following note:—

49 COMMONWEALTH AVE., May 26th, 1892.

Charles Torrey Allen, the little boy with curls, to whom dear Helen gave a bunch of sweet flowers at the recent kindergarten reception, sends with his love and every good wish the enclosed mite to add to her kindergarten fund.

Helen acknowledged the gift as follows:—

MASTER CHARLES TORREY ALLEN.

DEAR LITTLE BOY:—I thank you very much for remembering me, and I am glad that your little heart is full of love for the little blind children. I hope you will always be as dear and good and loving as you were when I saw you at the kindergarten reception. Please give my love to your mamma, and tell her to kiss you for me. Lovingly your friend,

HELEN KELLER.

It is needless to observe, that Helen wrote these acknowledgments readily and cheerfully and never showed the least impatience or murmured at the immense amount of work which devolved upon her. She was anxious to please every body and had no time to think of her fatigue.

Finally the account of the receipts of the "tea" was closed, and it was found that the net proceeds amounted to \$1,135.00. For this sum Helen sent a cheque to Mr. Edward Jackson, treasurer of the kindergarten, with the following letter:

SOUTH BOSTON, May 28th, 1892.

MY DEAR MR. JACKSON:—I take very great pleasure in sending you the enclosed check for eleven hundred and thirty-five dollars. It represents the net proceeds of my tea in aid of the kindergarten for little blind children. I would like to add this sum to the building fund, and when I return, in the autumn I shall give another tea to raise money for the support of the little boys and girls who are to find happiness and joy in this beautiful new home. The kind people of Boston will not forget that after the building is completed more money will be needed to carry on the good work. No, they will not forget this and they will not let dear Mr. Anagnos plead in vain for the little ones whose lives will be made bright and helpful in the child's garden. He will not wait very long for sufficient money to continue his beautiful and benevolent work.

I am very grateful to all those who in any way helped to make my tea a success, and I hope you will find an opportunity of expressing my warm thanks and grateful acknowledgments to the people of Boston for their many kindnesses to me. I am, with much love and best wishes, Your little friend,

HELEN KELLER.

A few contributions, received several weeks later, brought up the total amount of the net proceeds to \$1,156.00.

As soon as the business matters involved in Helen's undertaking had all been brought to a successful termination, she was quite ready to start for the south in obedience to the wishes of her parents; but, although she was tired out after going through such arduous labors, she could not think of leaving Boston without expressing in adequate language her sense of obligation to those who more than all others had helped to make her entertainment a grand success. To Mrs. Spaulding, whose thoughtful kindness and benevolent hospitality will be always remembered with deep gratitude, she wrote as follows:

SOUTH BOSTON, May 30, 1892.

MY DEAR MRS. SPAULDING:—I have not written to you before because I have been very, very busy attending to my business letters. Did you ever hear of a little girl before who had so many business letters to write? Every day I have to write to kind friends who send me money for the little blind children or Tommy, and I have a great many checks to endorse. Of course I love to do it because all the time I think that many little lives will be made glad if I do all I can to help them. My tea was a great success! We made eleven hundred and thirty-five dollars. You cannot imagine how delighted I was to send it all to Mr. Jackson! For I knew that my check represented more love and sympathy for little sightless children than a much greater sum could express. I shall never forget you and dear Miss Alice, and I thank you both for all you did to make my tea a success. I shall often think of you this summer, and my dear mother will be pleased to hear how kind you were to her little girl. I hope you will have a beautiful

summer in the lovely country, and come back to the city with a heart full of loving pity for all of God's unhappy children. I shall write to you again when I get home, and I shall always be very much pleased to receive a letter from you or Miss Alice.

Ever your loving little friend,

HELEN KELLER.

To her dear friend and benefactor, Mr. John P. Spaulding, who has a noble heart,—

As free to utter good deeds as to act them,

and whose numerous benefactions "proclaim him most generous," Helen sent the following letter:—

SOUTH BOSTON, May 31st, 1892.

MY DEAR MR. SPAULDING:—I cannot leave this beloved city without thanking you for all your kindness to me. I have been trying to write to you ever since my tea, but I have been very busy, attending to other letters and I left yours until the last, feeling sure that you and Mrs. Spaulding would understand that I had a great deal to do. I can hardly tell you how happy I am over the success of my tea. I knew the kind people of Boston would not disappoint me when they understood that I was working for helpless little children. Boston is the City of Kind Hearts. Dear Bishop Brooks once told me that the most beautiful thing in all the world was Love, and I am sure the people of Boston believe this is true. There is nothing else but love. There is nothing else that makes life so rich and beautiful.

I shall always remember with pleasure and gratitude the beloved friends whom I shall leave in Boston, and you, dear Mr. Spaulding, must try to imagine how much your little friend loves you for she does not know how to tell you in words. Teacher, too, is deeply grateful for all you have done for her, and she sends her kind remembrance.

We expect to leave Boston Thursday morning, so I will say good bye to you now. I hope you will have a very pleasant summer, and you must think of me sometimes.

Lovingly your little friend,

HELEN KELLER.

In addition to the letters of acknowledgment above given, Helen wrote *propriâ manû* many others both to children and to grown up people; but it would make the story of the entertainment too voluminous to insert any more of them here.

The reader cannot help noticing that the keynote of these letters is a profound love for humanity and a warm sympathy with afflicted children. They are invariably optimistic in their tone and breathe the spirit of hope and joy. That evil shall be banished and good shall prevail is the master thought in Helen's mind and the refrain of her writings. She firmly believes, that better and more prosperous days for her fellow sufferers are to come, and is glad to devote her talents and energies to the speedy realization of this dream. She has started an upward movement in their behalf, unconscious of the difficulties which lie in her path, and with a determined step, a hopeful smile, a kind, encouraging word and an unfailing readiness to lend a helping hand to every one who may falter, she —

Brightens the day  
And lightens the way.

A writer has well observed, that "no flower blooming by the wayside or shedding its fragrance upon the

dreary wilderness, exhibits in a more marked degree the pencillings of heaven than this rare bud of genius."

**WILLIE ELIZABETH ROBIN.**

Why should we think it shame for youth to wear  
A beauty portioned from the natural clay?  
'Tis thine to teach us what dull hearts forget,  
How near of kin we are to springing flowers.

—LEFROY.

The past year has been a season of rapid growth and development for this beautiful little girl. The early indications of her ability have been verified as her education advanced, and there is more and more apparent a degree of intelligence and a varied capacity which, under wise direction, gives promise of a well balanced mind and a well rounded character.

Willie's health continues good and she has grown in stature and in flesh. Her cheeks are plump and rosy, and her sweet face now wears the joyous look of childhood in place of the serious and sometimes even sad expression, which rested there before the door of intercourse with her fellow-beings was opened by means of the manual alphabet.

She goes about the house and grounds with the greatest freedom and certainty, and seems happy in the sense of independence which this gives her. She would even like to extend her rambles beyond these limits, if it were thought safe to allow her to go out unattended. Her perceptions through her remaining



**WILLIE ELIZABETH ROBIN.**



senses are very acute and greatly assist in her freedom of locomotion. While taking a walk she has noticed the passing of an electric car and called her teacher's attention to it. At another time while sitting on the deck of the steamer to enjoy the fresh breeze and the smell of the salt water, she felt so keenly the vibrations produced by the blowing of the whistle, that she tried to imitate it audibly. At first she said "moo," but after repeated efforts she gave the sound more clearly.

She is an industrious little worker, yet she often dislikes to undertake new things, and her unwillingness to try sometimes amounts to stubbornness. When, however, she finds that there is no alternative, she will apply herself to the task and accomplish a great deal in a very short time. She likes to perform various household duties. She makes her bed neatly, dusts the room, folds and puts away her clothes in an orderly manner, and is pleased when she is allowed to wipe dishes. Her kindergarten work is very well done; all her handiwork, indeed, gives evidence of the deftness of her fingers. At Christmas-tide she became so much interested in the gifts she was preparing, that she wanted to sew all the time. Her first Christmas-tide was that of 1891, for, until then, she had had no knowledge of the season. Her teacher explained to her something of its significance and talked with her about Santa Claus. Willie caught the spirit of the occasion and her eager little fingers were ambitious to express, in substantial form,

the "good will to men" to which her heart had just awakened. On Christmas eve she hung her stocking with the other children, and in the morning she was as eager as they to examine its contents and as happy in the result. But her greatest delight was in the Christmas tree. The gifts which it brought her gave her great pleasure, and she hugged them tightly in her arms lest one should slip, unperceived, from her grasp.

Willie has a nice sense of neatness and order and is disturbed when articles are misplaced or out of repair. She went to her teacher one afternoon saying, "Martha is a bad girl because she broke"—Here she paused, at a loss for the right word, so she went downstairs and produced a towel the loop of which was broken. Miss Thayer took this opportunity to teach her the word *loop*. Little Willie then took the towel to Martha and said to her, "Sew!—bad!" But her teacher told Willie that she was mistaken, that it was not Martha who had done the mischief, and asked her what she would say to the little girl whom she had wrongly accused. "Excuse me, Martha," said Willie, kissing her schoolmate. Still she was not satisfied to leave the towel. She uttered a little cry and said, "Sew—Miss Vose"; and only when her teacher told her that she might put it upon the table, where Miss Vose would see it, was she content.

She is fond of little Tom and knows that he, like herself, is deaf as well as blind. She often seeks him

when playtime comes and she has taken great delight in teaching him to make his bed.

Her progress in the various branches of her school work has been so even that it cannot be said that she is superior in handiwork, in numbers, in language, or in reading, but rather, that she is remarkable for excellence in *all* directions.

Her aversion to trying new things made the early lessons in language exceedingly difficult for teacher and pupil, and long after her teacher was sure that Willie understood and could answer many simple questions she was very reluctant to use the manual alphabet. The work of the first few months was therefore prolonged, but that she afterwards went on rapidly is evident from the following entry in her teacher's journal:—

DECEMBER 31, 1891. One year ago today Willie had her first lesson on the word *fan*. Today she has over six hundred words and is reading in a book.

Since that time her vocabulary has been increasing much more rapidly and is now sufficient to enable her to converse with pleasure on subjects within the range of her understanding.

Before her kindergarten training could begin some knowledge of language was needful to enable her to work from verbal directions; for it has been the aim to have her follow the same course of instruction as her schoolmates and in exactly the same way, save that the directions which they received through oral

speech were given to her in the manual alphabet. As soon as her vocabulary was sufficient her intelligence and quickness of comprehension urged her onward with happy speed. Her teacher says:—

NOVEMBER 22, 1891. With the second gift Willie led her own lesson. When I had asked a few questions she took up the cube and began at once to talk about the number of square faces. These she told correctly and then spoke of the twelve edges and eight corners. With a little teaching she was able to find and name the twenty-four right angles. \* \* \* She is now working on halves, quarters and eighths and made whole circles with them.

She is familiar with all the combinations of numbers up to twenty, and shows the same ability in elementary mathematics that she has manifested in other directions.

Willie took her first lesson in reading, September 17, 1891. This beginning seems to have been an exception to her usual reluctance to undertake new things, for she was so much interested in it that she was unwilling to leave it when the bell rang for recess. These reading lessons were added to the regular kindergarten course which she was taking, and but little time, daily, could be given to the subject, yet seven weeks later her teacher's journal mentions that "Willie has read the first one of the 'Stories for Little Readers.'" How intelligently she reads may be gathered from a record in the same journal of her answers to questions about a story which she had just been reading in raised print:—

TEACHER: *Where were the boys?*  
WILLIE: *The boys were in the park.*  
TEACHER: *How long did the boys play in the park?*  
WILLIE: *They played until dark.*  
TEACHER: *What did the boys then do?*  
WILLIE: *They went home.*  
TEACHER: *What did one of the boys have?*  
WILLIE: *One of the boys had a sled.*  
TEACHER: *Do you remember Myra's sled?*  
WILLIE: *Yes.*  
TEACHER: *What did you do with her sled?*  
WILLIE: *Ride on snow* (showing, with her hands, how the snow came down, saying, "cold.")  
TEACHER: *What else did the boy have?*  
WILLIE: *The boy had a little dog.*  
TEACHER: *What did this little dog do?*  
WILLIE: *He ran and barked.*  
TEACHER: *At what did he bark?*  
WILLIE: *He barked at the carts.*  
TEACHER: *Can you think why the dogs barked at the carts?*  
WILLIE: *No! Dogs bark bad.*  
TEACHER: *Do you like to see dogs?*  
WILLIE: *Geneva's dogs.*  
TEACHER: *What do dogs say?*  
WILLIE: *Bow wow.* (This she tried to articulate.)

DECEMBER 1. Willie began the first steps in writing this morning. Her first work was to learn how to hold her pencil and to make vertical lines.

She has an instinctive desire for oral speech and this her teacher has encouraged and aided until Willie can now articulate from seventy-five to one hundred words. These contain nearly all the sounds of the English language. Some of them are words

of more than one syllable, as *water, towel, thimble, flower, window*. She has also learned to combine words so as to express some of her wishes or ideas orally. She will say, for example, *Come with me. Miss Vose is here. Where is Tom? I have two thumbs. Miss Markham has a muff. I wash my face in warm water.*

She is very happy in learning articulation, and when she finds that she can call some one by name and that her call will bring the person to her, she is delighted. The pitch of her voice is so natural and its tone is so pleasant that it seems probable she will learn to talk in a manner agreeable to those around her.

Drs. Donaldson and Burnham of Clark University visited Willie June 9, 1892, and made tests and measurements with the following results:—

*Height, 1263 mm, minus 1 cm for shoes, 1253 mm.*

*Maximum length of head, 171 mm.*

*Maximum width of head, 143 mm.*

*Weight* (Miss Thayer had recently weighed her), 54 lbs. minus 4 lbs. for clothing, 50 lbs.

*Sense of discrimination*, tested by identification of points touched, showed normal acuteness apparently. An attempt was made to test the sense of discrimination with the æsthesiometer, different parts of the hand were tested — finger-tips, palms, wrist, etc., but the right and wrong answers were about equally divided, irrespective of the place tested or of the distance of the compass points. Hence no data sufficient for any inference in regard to discriminative sensibility were obtained. Evidently she was not yet able to understand the experiment fully.

*Memory span.* Dr. Donaldson gave the figures. Miss Thayer repeated them to Willie at the rate at which she is accustomed to talk to her. Willie both received and expressed them with the right hand. Three figures were given first and were repeated correctly. Then four figures more were given and repeated correctly. Two tests were made. Five figures were given and repeated correctly once. Some difficulty was shown in recalling another series, she was inattentive, but when the teacher repeated the figures a second time, she gave them correctly. (This test should be thrown out.) Six figures were given and could be repeated only after they had been given a second time.

The test was made to see if there was any difference when Willie received with the right hand and expressed with the left. She did not succeed very well in this. Three figures were given once and correctly repeated. She was somewhat fatigued. It was interesting to note, however, that she had a tendency to repeat figures with her left hand, at the same time that her teacher was giving them to her in her right hand. From this test it appeared that the memory span is at least three or four figures.

Willie commenced with the first kindergarten gift March 1, 1891. A year and a half later she had completed the full kindergarten course of two years, and was ready to begin primary work. When we consider the amount and variety of her attainments in the short period she has been under instruction, her progress seems marvellous. Late in December, 1890, she entered the kindergarten, a healthy, vigorous child of six and a half years, with a pretty, though sad, face and a rude and repellent manner. She manifested no love for any one but violently repulsed those who tried to caress her. By crossing her arms upon her breast, and other rude signs

she could express a few of her immediate physical needs, but nothing more. The world was quite shut out from her knowledge, and she had no means of intercourse with any human being. Twenty-one months have passed and in that brief interval she has learned a language and can talk with her fingers; she has taken the full kindergarten course, and its weaving, pasting, folding, sewing, and all its handiwork have been beautifully executed by her skilful fingers, while her intelligent mind has learned to work from directions, to describe clearly, and to perform accurately its simple mathematics. She takes her part in the kindergarten games and in the gymnastic exercises of her schoolmates. She reads embossed books, and to say that she has learned to spell is needless, since her acquaintance with language was made by spelling every word in the manual alphabet. She is learning to write with pencil and has already made a good beginning in oral speech. What little girl with all her senses could have accomplished more than this in the short space of twenty-one months!

With all this mental and physical growth and the development of manual dexterity, there is a corresponding unfolding of the finer elements of her nature. Her dormant affections have been awakened; she loves her teacher, schoolmates and friends, and gladly receives and bestows caresses and other tokens of affection. Her reason is helping her to govern her strong will, and her intercourse with

those around her, while it is stimulating and broadening her mind and softening her heart, has already brought within her reach the natural and innocent delights of happy childhood.

During the summer vacation Willie spent nine or ten weeks with the Misses Poulsson. This occurrence was a most fortunate one for the little girl. She could not have been placed under better or more desirable influences. Miss Anna Emily Poulsson, a graduate of the parent school, is endowed with a rare talent for educating children. Her success as kindergartner in one of the leading families of Boston and as a writer of juvenile literature secured for her a prominent position in the pedagogical ranks. Both she and her sister devoted themselves to the care and comfort of Willie with loving kindness, helpful discretion and marked sagacity. They watched over the child with parental solicitude and kept an exact record of her words and deeds. These were recently woven by Miss Laura E. Poulsson into a most interesting and fascinating narrative, and I am under great obligations to her for the following extracts which were copied from her manuscript with her kind permission.

Willie was allotted a pretty room and her belongings were arranged in it for her; then she was shown how everything was disposed so that she would not be at a loss to get articles that she needed. She is an orderly being, and accustomed, like the other children at the kindergarten, to some of the daily care of her own room; so every morning before breakfast her bedclothes had a

vigorous pulling apart and spreading out preparatory to the neat and systematic bed-making which came later. On the first morning after her arrival the servant put Willie's room in order as a matter of course. When Willie went upstairs and found the work done, she made great investigations and expressed some dissatisfaction. Her nightdress was *rolled*, not neatly folded! And there was actually a *wrinkle* in the sheet which could be felt through the counterpane. How shocking! Out came the nightdress in a twinkling. It was unfurled with a swift dramatic sweep, carefully folded, and laid smoothly at the back of the pillow. The sheet was pulled up, the pillow spatted into elegant shape and satisfaction reigned.

It was explained to Willie that Susan had only the best intentions in making the bed and that she had not known how nicely little girls could do that for themselves. And Susan was instructed to give Willie the opportunity of keeping up her useful and tidy habits. So, every day, after breakfast, Willie flitted upstairs and arranged her room with neatness and dispatch before proceeding to anything else.

It was amusing to watch the graceful child as she made her dainty toilet. Though some one was always in her room or near at hand to render help if necessary, Willie was often unconscious of the observing eye. How she *loved* a good refreshing bath! How she laved and splashed herself! And how vigorously and minutely she attended to the proper drying of her pretty body!

The bath being over, next came the putting on of the soft wrapper and pink knitted slippers, the letting out of the bath water, and then the trip to her own room for the completion of her toilet. When the time came for arranging her hair, if allowed the valued privilege of doing it herself, she would stand before the bureau tugging at the tangles until every hair was straight and free. Then would come the brushing, continued till the gold shone out and the surface felt glossy as satin to her tiny palm. After this there was the braiding, and the tying,—first with string and then with ribbon;—and when all was completed, it was gen-

erally a very trig looking little headpiece that was submitted for inspection. The braid might have a few hairs askew, the string might not be quite concealed by the overlaid ribbon, but the golden sheen of the bang had never a cross line to mar it.

The same appreciation of the beauty of order, the same graceful deftness and willingness to heap up the measure of doing, were shown in all that this small lady did, whether task or play. There was not the least vanity in her toilet elaborations nor in the regard which she had for her best hats and frocks. These were attended to and appreciated in their proper time and place, and that was all.

Willie soon knew the house perfectly. An abounding love of physical freedom, due to the normalness of the child-nature, generally led her into leaps and rushes when going up or down stairs, and it was delightful to see the lively dash she would make the instant her groping hand had found the newel-post. Her sense of direction is strong and she seldom made mistakes in starting or turning when going about the house, or in facing toward home after having made a call. That she might indulge in a good free run without danger from obstructions she was taken sometimes to a grassy slope in Boston common, where, in the cool and pleasant dusk, she could have a fine scamper. Such fun as it was, playing tag, running races and sitting on the grass between-times tying rings of grass upon each other's fingers! The only drawback to complete bliss in connection with this last pastime, was Willie's magnified expectation as to the length of time one should keep a grass ring *en evidence*. Those which she tied with the utmost care on the fingers of her grown up companion always disappeared before her own, which, with suitable treatment, lasted a day or two! She couldn't understand it.

During Willie's vacation the lady of the house undertook to do a little painting. The main part of the painting had been done previously, but that of the doorsills remained and the paint was on hand, and in danger of drying up. So it was decided to utilize the paint and get the job finished in spite of a few days' discom-

fort. The fact that the doorsills were to be made to look very fresh and nice, with first a coat of paint and then a coat of varnish, was explained to Willie. She entered into the spirit of the undertaking, rejoiced in the prospective freshness, and sympathized completely when told that Mistress Loretta would be sorry to have footmarks upon the newly-painted doorsills, and would be *so glad* if Willie would try to step over them as much as she could. To tell the truth, Mistress Loretta had made up her mind very calmly to a few little tracks of Willie's; but she had duly warned all the heavy, great-footed grown-ups of dire vengeance if *their* steps were imprinted upon her strips of paint or varnish. Well! *Every body in the house except Willie*, in moments of haste and forgetfulness, trod with varying depths of imprint upon those unfortunate sills, Mistress Loretta herself being no better than she should be in that respect; but no one ever saw Willie fail in remembrance or make a misstep as long as the embargo lasted. When she came to a doorway she would put out her hands to its sides, consider a second or two, and then take the long step which was going to please Mistress Loretta and preserve the beauty of the house. The dear child could have cleared half a dozen doorsills with the generous stride she made, bless her!

One day Willie was riding in a horsecar when there came a great jar. "What was that?" spelled Willie's nimble fingers.

"A heavy wagon knocked against our horsecar," explained her friend. "What is *against?*" spelled Willie. Then came one of the word lessons which are given so often by the way with these children. "I knock my foot *against yours*"; "I push *against you*"; "The wind blows *against your face*"; spelled the friend, choosing sentences which she could illustrate to Willie then and there. Willie soon understood, was glad no one had been hurt and closed the discussion of the incident by remarking politely: "We will excuse the wagon."

Willie has a good friend in one of the three commissioners of police of Massachusetts. She calls him *vivè voce*, Papá Whiting, with a rising inflection on the last syllable. She had not been in

her vacation quarters very long before Papá Whiting's affection drew him there. Willie's joy was charming to behold. She beamed and nestled and talked with hands and tongue. She asked after all the members of his family, the servants, the pets. Then, on being told that Mr. Whiting had determined to learn to talk with her himself, she immediately undertook to give him a lesson, making the alphabet for him to copy, putting his fingers in shape when he did not succeed, and obliging him to persevere sometime after he would willingly have considered the lesson finished. Wise little Willie knew that *the pupil* was not adjudged the best gauger of a lesson's length! When Papá Whiting left, the child stood quietly by the closed door for a moment, then pressed an ardent kiss upon it and walked back into the parlor, her sweet face glowing with the radiance of affection.

Once while visiting at Mr. Whiting's country home she had had a capital chance to examine a hen, its nest, and a young brood of chickens. The hen submitted with much kindness to a tactful examination, and Willie learned a great deal. The memory of this was freshened by a little story which had been told her one morning about "Baby's Breakfast." This story relates how the cow, the hen, the bee and the baker all gave Baby something good for his breakfast and how the Baby thanked them. The next breakfast after this when eggs appeared on the table and Willie indulged in one, she spelled out in a sprightly way: "Thank you, Hen, for the egg." Then, waving her hand toward the window, she continued: "The hen is out of doors; far, far away."

She was always very dainty and ladylike in her table manners. No one could be more concerned than herself if she made a spot upon the linen. She fed herself very neatly, and kept the most seraphic patience when her fork went up again and again to her expectant mouth with nothing upon it to reward her labor and her expectations. Her sense of smell is very keen. She could tell what fruit there was upon the table before sitting down, and would often know the varieties of vegetables as they were carried into the room on a tray. The folding of her napkin was a work of

conscientious exactitude, though she showed signs sometimes that she would gladly have delegated the task to Susan if encouraged to that laxity. But Willie's friends felt in duty bound not to let her lose what had been gained in general training; so, though it was a plan much against the feelings of "the natural man," they tried to guide Willie in doing things for herself and others, rather than take the easier course of doing too much for her themselves.

If any one were a little "under the weather" and Willie discovered it, she was faithfully thoughtful in making inquiries and offering services. She had a slight indisposition during the summer vacation, and was naturally watched with great care. She knew that she was in an atmosphere of sympathy and love, and therefore accepted it all in good part when, on coming down to breakfast one morning at this time, her friends failed in making the usual polite inquiries after her state of health. She gave her pretty cheerful greetings, and settled down to the eating of fruit and porridge, but soon, reaching out one hand to a neighbor at table, she proffered affably the remark, "I am better, thank you."

It was proposed that Willie should be taken to the seaside. Its joys were recounted to her and she was told that one of the kindergarten teachers, whom she loves very much, would be there. Willie danced with pleasure. She did not know exactly how to express such wonderful delight, but she did the best she could by clapping her hands ecstatically and spelling with rapid fingers, "Laugh! Smiles! Fun! Joy!"

"Laugh, smiles, fun, joy," she did indeed have at Clark's Island. Brimful of liveliness and dearly loving a romp, she was ready for any fun by land or sea. She investigated the wharf and the shore, went boating in dories and sail boats and revelled like a mermaid in salt water. During the bathing hour she splashed and ducked and floated and tried to swim as eagerly as any one. When she came home from Clark's Island she used to represent the scene of these delightful doings with her building blocks. It took two or three boxes of blocks, a large expanse of table-top, and a good deal of time for the representation. The ingenuity displayed was

surprising. On the shore she had placed irregular piles of blocks, here and there, to represent rocks; bath houses — very good copies of the original architecture — occupied the background; a dory, well shaped fore and aft, was moored at the side of the wharf; the wharf itself, long, narrow and of quite a height, ran far out into the water and terminated in a flight of steps, just as the real wharf did. It was explained by Willie that the sand lay all about on the shore. She would show you the whole thing by taking hold of your fore finger, (the rest of your hand being closed and as much out of the way as possible) and having you feel the irregularities of the rocks, the smoothness of the sand, the shape of the bath houses (with their doors which shut and open) and of the dory with its regular outline and narrow seats. Then she would walk your fingers carefully along the out-running wharf and down the steps at the end. *There* she knew that the water was very deep; but how could that fact be represented? This puzzled her a long while, and it was a great triumph when she finally conceived a way; — which way was, to build a high wall of blocks enclosing a large space beyond the shore and thus associate the idea of depth with the space which the salt water occupied.

The *relative situation* of all the objects represented in the scene was very correct; and when one considers that all this knowledge was acquired through the medium of touch alone, is it not remarkable?

When the end of the summer came, Willie went back to the kindergarten with her recuperated teacher, both of them happy to be together again. Since then they have made a long-planned-for trip to Texas in order that Willie's father and mother might see her after their separation of two years and more. But, as Kipling has conveniently formulated it, "that is another story."

In summing up this brief sketch of little Willie and her work, I gladly avail myself of the opportunity to state, that she is a remarkable child in every

respect. She is sound in health and perfect in physique. The unfolding of her intellectual powers and mental capacities goes on steadily and harmoniously, while her symmetry of features and general personal beauty can hardly be surpassed. She looks like a fairy and is truly exquisite in her ways and manners.

A kingdom is dear Willie's face,  
And these the boundaries I trace:  
Northward her forehead fair;  
Beyond a wilderness of light hair;  
A rosy cheek to east and west;  
Her little mouth  
The sunny south.  
It is the south that I love best.

During the past year Willie has made marked progress in the increase of her vocabulary, in oral speech, in reading with her fingers, in learning to write and in manual dexterity. She articulates now quite distinctly, uses her hands skilfully and goes through the kindergarten exercises in unison with the rest of the children.

From a scientific and educational point of view Willie's case is of greater importance and more profound interest than that of any other blind and deaf child with whom I am acquainted. It opens a very wide field for investigation and study to psychologists, philosophers, glossologists, teachers and all men of letters. It was my intention to treat *in extenso* some facts relating to the coördination of her perceptions and the development of her thoughts and

ideas, and also to show how potent was the influence, which the acquisition of language exerted upon the growth of her affections and the foundation of her moral principles; but want of time and the length of this report render it necessary for me to postpone to some future time the carrying out of this purpose.

#### TOMMY STRINGER.

So hope is watchful at time's gate,  
Her glad eyes greet the golden day;  
While faith and love on hilltops wait,  
*To mark the op'ning of his onward way.*

By a slight alteration of the last lines, these words, written by William Branton under the title "waiting for spring," are applicable with peculiar fitness to those who have been patiently watching Tommy Stringer's case with a firm belief in the power of his mind to come out safely from its triple-walled prison.

This little boy entered the kindergarten April 8, 1891. He was then only four years and nine months old and the terrible disease, which had deprived him of sight and hearing, together with the influence of his subsequent surroundings, had prolonged, in his case, the season of babyhood. Since his illness he had been in a hospital in Pittsburgh, where he had evidently been cared for like a helpless infant. He could walk, but was so accustomed to being led that the moment his attendant let go his hand, he would resort to creeping. The same helplessness

was observable in other directions, and his whole appearance indicated indolence. The effect of spinal meningitis was still noticeable in the carriage of his head, which was drawn backward. He was a healthy little child, with a sweet, attractive face and gentle, affectionate manner, and it was evident that he possessed the ability to become more independent in his habits.

Indications of intelligence were not lacking, and it was interesting to watch his movements when left to himself. He was encouraged to spend much time out of doors in the first months after his arrival. One morning he was left sitting in the porch with a basket of pebbles to play with. He amused himself by dropping them through the cracks of the floor, and he quickly noticed when one was only a little too large to slip down between the boards. As he took them from the basket, without pausing to try them, he instantly threw away the larger ones and dropped the small ones into the cracks. Tom one day found a book and he at once began to turn the leaves carefully, going through the volume in such an easy and natural manner that it seemed as if he remembered having looked at pictures before he lost his sight. At another time he was sitting in the lap of a gentleman the top of whose head he found was quite bare. He passed his hand gently over the smooth surface, then felt of his own brown top-knot. This he repeated several times and seemed to be thinking very seriously of the difference.

Kind friends supplied him with toys until he had quite a collection, which he kept in the lowest drawer of the bureau in his room. When he went to play with them he would take the rug from his bedside and, sitting down upon the floor, he would spread it across his legs; then taking out his playthings, one by one, he would examine each and drop it upon the carpet. When he had taken them all out, he would drop each one into the drawer rather noisily, happy in watching the vibrations produced by its fall, which he perceived by resting one hand upon the edge of the drawer.

Tom's early lessons were mainly in the direction of making him more independent. He was taught to avoid creeping, to walk more firmly, to feed himself neatly at table, and while he was learning these things his teacher would spell, in his tiny hands, the names of some of the articles which he most wanted, when she gave them to him — just as she would have spoken the words to him if he could hear. She did not, at first, require him to spell them also, nor did she seek to enforce upon his attention the connection between the object and the word. This came later. For the present she simply talked to him as the mother talks to her infant, only on account of the deafness of her pupil, she was obliged to talk by means of the manual alphabet.

After a time she would show him the article, spell its name in his hand, then place his fingers in position to repeat the successive letters. This she would

repeat over and over and over again, seeking to establish in his mind an association of the manual word with the article. *Bread* was the first word which she tried to teach him to spell, and with this she patiently worked with him day after day. Tom would passively yield his fingers to her manipulation, but weeks passed before he manifested the slightest interest in the performance whose meaning he did not even care to know. The following extracts from his teacher's journal will illustrate his progress in learning language:—

OCTOBER 29. Tom is still in bed but better, so I gave him short lessons, and he seemed to wish me to spell to him for he put his right hand in mine, then, lifting my left, motioned for me to spell. He would do nothing of himself.

NOVEMBER 15. Tommy surprised us all greatly by voluntarily making *b* and *r* for *bread*, at the table. He did this very rapidly for each mouthful.

DECEMBER 5. Tommy spelled *mug* in his own hand today, patting the letters softly.

DECEMBER 14. He had hard drilling on *boot* today, until he spelled it over and over again. He liked to throw it on the floor then spell *b-o-o-t*, and pick it up. In the schoolroom we worked with several balls for that word and he was quite interested. The two *l's* troubled him a great deal.

JANUARY 11. In the schoolroom, today, before I gave Tom the ball we were going to work with, he became so impatient for it that he voluntarily spelled it to me. We worked upon, *Ball will roll*, rolling it upon the table and spelling the sentence.

JANUARY 15. At the table this morning Tom could not remember *i* in *milk*. I kept him an hour after breakfast. He seemed perfectly willing and anxious to do it, and did spell *mug*. . . .

Wishing to see if he recognized the letter, I made *i* for him and a smile of delighted remembrance passed over his face. Then he made it himself each time for a drink of milk.

MARCH 3. Tommy has mastered *towel* today. He began on it ten days ago. He spells *bib* at the table before having it tied. With the word *meat*, which he knows, I am teaching him *and potato*; with the word *bread, and butter*.

When Tom had been a year at the kindergarten, and was not yet six years old, he had learned about twenty-five words which he could himself spell, including two or three short sentences. These words were such as appealed to him most strongly, as *bread, water, apple, chair, table, hat*. In addition to these he understood a number of other words and some brief commands which his teacher would spell to him; but he was not able to repeat them.

From this time he learned much faster, and on the thirtieth of September, a little less than eighteen months after he entered the kindergarten, baby Tom had a vocabulary of 150 words.

It was necessary to provide occupation for his hands before he had made much progress in language, and he would busy himself for a long time in stringing balls and cubes alternately. Then he began to learn weaving. His teacher says:—

NOVEMBER 17. In the schoolroom he had weaving to do and he was given a regular weaving needle to use with the paper strips. He soon learned the method of threading it and did it with much deftness.

DECEMBER 11. Tommy did very well at his weaving today. After working a few minutes he will often put his fingers on the strips already woven and examine them with a look of amusement.

MARCH 5. Tom had his first sewing on a cotton bag today. Every Saturday morning the boys assemble for this purpose and Tom has begun now to learn to sew. I showed him the other boys at work and let him see their thimbles. I then gave him a tiny thimble — with which he was amused and pleased — and a small bag to be oversewed. I took his hand with the needle and helped him to set the stitches and he pulled it through and held out his work for another stitch, seeming pleased and interested. Part of the time I let him use the needle by himself and he kept quite near to the edge of the cloth. He soon found the use of the thimble.

His teacher tried to give him an idea of verbal speech by allowing him to watch the vibrations of her throat while she slowly said *ah*, prolonging the sound. This seemed to excite his attention and he tried to imitate it. By repeated efforts he has learned to articulate *mamma* quite clearly.

When little Tom came to the kindergarten he was an affectionate child, trusting everybody and ready to go with anyone who held out a hand to him, apparently without discrimination; and though he has learned to recognize his teacher and has, to some extent, his favorites, he is still happy with strangers, generally preferring men to women.

Tom is a genuine boy and the roguish tricks of boyhood are already beginning to be noticeable. On the first of May he had a new teacher and some of the early entries in her journal illustrate this trait: —

MAY 6. For the first few days I was watching Tom and did not use my authority. He thought it was very nice and took advantage by spelling *milk m-i-k*. An hour passed while we were working for the letter *I*. At supper Tom spelled the word quickly putting special emphasis on the letter *I*, then laughing.

MAY 12. Tonight Tom went up to his room immediately after supper and, quickly undressing, went to bed. This was to avoid spelling the names of his clothes, which I have taught him and have had him spell, morning and evening, as he puts on or takes off the garments.

Notwithstanding his gentleness little Tom sometimes manifests a passive stubbornness which is very difficult to overcome. Occasionally his teacher asks him some question to which she is sure he can reply, but he does not wish to do it. She insists that he shall spell the answer and will not let him go until he does. Without the slightest manifestation of ill-humor and without making any attempt to comply with her wishes he will stand waiting for release. When he begins to grow tired, perhaps a merry smile will gather on his lips and he will put out his arms to hug his teacher and coax her to forget the attempted discipline. Repulsed in this, he relapses into the former attitude of waiting. Sometimes these struggles are very long, for Tom is lazy and does not like to take the trouble to spell.

Although he has been a year and a half at the kindergarten he is even now younger than either of the other blind and deaf children when their education was commenced. He has started at greater dis-

advantage than they, for he is less active both mentally and physically than they were at his age. Nevertheless he has made a good beginning and has endeared himself to all the kindergarten household. His dormant faculties are beginning to awaken; the baby face is being transformed into that of the boy, and the natural traits of boyhood are manifested in so many directions as to encourage the hope of a normal development of his mind and character through the various stages of his education.

#### HELEN KELLER'S PLEA FOR TOMMY STRINGER.

Is aught so fair  
In all the dewy landscapes of the spring  
As the graceful tear that streams for other's woes?

— AKENSIDE.

Helen's interest in little Tommy has in nowise abated. Her love for him glows in her soul with continued fervor. She watches his progress with the keenest pleasure, and seizes every opportunity to call public attention to his wants and to promote his welfare.

Last April, when arrangements were being made for the annual reception, which was to be held at the kindergarten on Froebel's birthday, under the auspices of the ladies' visiting committee, Helen wrote to a number of her personal friends, requesting them to be present and to see little Tommy. Among those to whom she sent special invitations were the follow-

ing: Bishop Brooks, Dr. Oliver Wendell Holmes, Rev. Edward Everett Hale, Rev. Minot J. Savage, Mr. John P. Spaulding, Prof. Alexander Graham Bell and Hon. John Hitz of Washington, Mr. F. B. Sanborn and several others.

To Dr. Holmes she wrote as follows:—

SOUTH BOSTON, April 18th, 1892.

DEAR KIND POET:— My heart sings for joy these lovely April days! Spring—beautiful spring has returned again with its buds and birds and sunny skies. I feel the glad awakened spirit of life in every thing; and long to show the dear friend, who has made me feel the beauty and melody filling all this great world of ours, how deeply grateful I am for his beautiful poems. They speak to my soul of “the loveliness of earth and sky,” and though all without is silent, oh, how silent! there is music in my heart more sweet than the voices of the birds or the laugh of happy children. I would like very much to see you before I go home. It would give every one great pleasure if you could come to the reception at the Kindergarten next Thursday. I shall be there to welcome you with a loving kiss.

Please accept this note as a token of a little girl’s love and gratitude. Sincerely your little friend,

HELEN KELLER.

To this charming note Dr. Holmes sent the following exquisite reply, which filled the heart of the little girl with joy:—

BOSTON, April 30th, 1892.

MY DEAR SWEET HELEN:— Your loving letter reached me many days ago, and would have been answered long before this had I not been suffering from a severe cold with feverishness and languor which took the life out of me, so that my great heap of

letters remained unanswered, and yours which should have had immediate reply got confounded with others vastly less interesting. You will be glad to know that I have got better much quicker than I feared it might let me off and am well enough to go to the Saturday Club today.

Your letter was and is very pleasing to me. It is delightful to find what a world you have made for yourself. You must have eyes and ears in your soul, spiritual organs of sense, which do for you what our outward organs do for us poor seeing and hearing mortals. How do we know that your spiritual vision and hearing are not as much above ours as the perceptions of an angel are above those of a human being? Some peculiar sources of happiness you certainly have the daughters of kings and queens might envy. You meet and will always meet with love and tender regard everywhere. There is no human heart that does not warm with affection to the dear little sister who finds light in the darkness which envelops her, and music in the silence in which she moves and has her being. I think God has granted you a cheerful temperament, one of the very greatest blessings granted to mortals. There are a great many seeing and hearing persons on whom the beauty and music of creation seem to be thrown away,—they see and hear through a cloud and a dumb atmosphere of their own. Perhaps we ought not to judge them harshly, but we have a right to be thankful that life does not present duty to us in this sad aspect.

I hope the little boy in whom you and all of us took so much interest is doing well. I was grieved that I could not come out to the Kindergarten on the 21st of this month. Just at that time I was feeling very miserably and entirely unfit for enjoying any such occasion. I hope I may have the opportunity of seeing you again before long, and I am always greatly pleased to hear from you, and to know that you remember me faithfully and lovingly, as I do you, my dear child.

Always affectionately yours,

OLIVER WENDELL HOLMES.

To Mr. Savage Helen sent the following invitation, which shows that she was determined to enlist in little Tommy's behalf the interest of as many distinguished people as possible:—

SOUTH BOSTON, April 18, 1892.

MY DEAR MR. SAVAGE:— You will probably not remember me, among the many people you saw at dear Mr. Hale's reception; but I think you will know who I am when I tell you that I am the little girl whom Mrs. Crosby introduced to you that evening.

I write to tell you that there will be a reception, at the kindergarten for little sightless children, next Thursday afternoon, and that it will give me very great pleasure to see you there. I want you to see Tommy,— the dear little deaf and blind child who came to our beautiful child's garden one year ago this month. I want all the kind people in Boston to feel an interest in Tommy, because he will always need the sunshine of their love and care to brighten his life. It seems to me that the most fragrant blossoms of the heart are loving thoughts for others. Their sweetness may so fill with beauty and gladness the life even of a little deaf and dumb and blind child that he will never dream that there are wonderful and beautiful things in the world which are mysteriously concealed from him. So, please come to the kindergarten on Thursday, and see Tommy, and perhaps you will tell the people whom you meet at the reception how they can bring sunshine into many little lives.

From your little friend,

HELEN KELLER.

Instead of writing to Dr. Edward Everett Hale, Helen called on him at his house and begged him most earnestly to attend the reception and plead the cause of her little protégé. Although he was tired after the festivities of his seventieth birthday and overwhelmed

with work, he complied heartily with her request and made a most eloquent appeal, the substance of which is given below.

ADDRESS OF REV. EDWARD EVERETT HALE, D.D.

LADIES AND GENTLEMEN: I am here as Helen's retained counsel. She came to see me last week, dear child, and said, as she could not speak, she wanted me to speak for her. I asked her what I should say. She told me I was to say that there is money at present for Tommy Stringer, but that we want to look forward for the future. We want to take pledges of the present for the future. I am glad to speak in behalf of the little boy and of that dear girl. I cannot say all that I think. I cannot say what I feel about the obligation that we are all under to these four or five children—to Helen, to Tommy, to Edith and to Willie for what they are doing for us. I wish we might all understand that it is not one child that we are trying to take care of. What Helen and Miss Sullivan and Mr. Anagnos have done, has accomplished more in the way of improving popular education, education in every primary school, than any dozen speakers have ever done in the same time. The training of these children throws every day new light on methods of training. Sensible education has received an entirely new impulse. I felt it in California last year. I felt it everywhere.

Consider the lesson which these children have given to the whole world, these children without sight and without hearing, and without voice—until they learned it in this miraculous way. They have given us the great philosophical and religious lesson of the time. Everywhere there are people who try to persuade us that hope and faith and love are only a physical manifestation of the better work of the five senses. But here come these children with only one, two, or three of these senses, and it proves that they have more faith, and hope, and love than any of us. That spiritual

revelation is going to do more and more every year in overthrowing the pretence that man is made up of a lot of atoms of matter and that he has not any soul. The victory of the soul of these poor children, the victory of faith, and hope, and love which makes the soul omnipotent over the senses, is the most remarkable sign of victory of the nineteenth century. So we all owe to each of those children a hundred times, a thousand times, as much as to any teacher of the science of education who can be named.

I have travelled beyond the brief which my client gave me. My statement to you is that you must provide the money by which this boy Tommy shall be educated until he is a man. More than money I hope that we may give our endless gratitude to Mr. Anagnos, to Miss Sullivan, and to the other ladies who have the patient and constant care of these little people. It is very well at the end of the year for us to hear the story of what these children have learned, but think of the endless patience necessary before they learned it! We stand up in the pulpit and say, "love is the whole." Some of you believe it and some of you don't. Some of you believe it until you get out on the street, some of you believe it till you get to the church door, but some of you believe it all the time. Then you see dear Helen Keller. She always comes running into the room like an angel, really thinking that everybody in the world loves everybody else because she does. There is no pulpit in the world that can teach the lesson of love as that child does, to every one who is fortunate enough to meet her.

Here then is Tommy for whom she asks me to plead. (Mr. Hale here lifted Tommy up on his shoulder.) Isn't he a good speech, darling boy? And Helen bids me ask you to care for him and educate him till he be a man.

No sooner did Dr. Hale cease speaking than Helen stepped forward and asked permission to say a few words. This having been granted by Dr. Eliot, who stood near her, she surprised her friends and the au-

dience by a spontaneous appeal in Tommy's behalf. She spoke rapidly and with intense earnestness and enthusiasm, yet with such distinctness of utterance, that the stenographer, Mrs. Isabel C. Barrows, was able to transcribe the following sentences which she afterwards published in the *Christian Register*:—

My dear friends, I cannot speak very well; but I want to say something about Tommy. You have been very kind, but I would like to have you continue kind. Your kindness will be like the rain in April: it will make the little plantlets in the kindergarten grow. Oh, how beautiful it will be when Tommy's mind is bright and clear from the clouds that hide it now! Life is sweet and beautiful when we have the wonderful key of language to unlock all its beautiful secrets. So help us to educate Tommy and give him this key. Help us to bring gladness into his life and into the lives of other little blind children.

At my request Helen afterward wrote out from memory the text of her speech, a *fac-simile* of which is here inserted.

I want to say something to you myself.  
I cannot speak very well yet, but my heart is full of thoughts and I must express some of them. Kindness is like rain in April; it makes everything grow. Your kindness will make the little plantlets here grow and blossom. Think! how happy we shall all be when Tommy's mind bursts beautiful and bright from behind the clouds that hide it now! Loving thoughts for others are the most fragrant

blossoms of the heart—thine perfume may  
so fill with sweetness and joy the life of a  
blind and deaf and dumb child that he will  
never dream how full the world is of  
wonderful things which are hidden from  
him. Life is beautiful and sweet when  
we have that beautiful key, language,  
to unlock its precious secrets. So, help  
us educate Tommy. Help us bring light  
and gladness into his life, and into  
the lives of all little blind children.

Helen spoke with unsurpassed fluency and fervor,  
and her listeners were entranced and moved to tears.

As some vast river of unfailing source,  
Rapid, exhaustless, deep,—her words flow'd,  
And oped new feelings in the human heart.

It is hardly possible to describe adequately the tremendous effect of Helen's appeal. It was as though some wizard of the olden time had cast his spell over the assembly. The voice, which until quite recently had been stilled in silence, thrilled everyone present with its deep tones and touching plea. The words of the child evidently came direct from the heart, bringing with them the vision that was in her brain and the light that was in her soul. Her language was as elegant as it was expressive. Though—

The flowering moments of her mind  
Lost half their petals in her speech,

yet her utterances were full of the deepest pathos. It was the pouring forth of a full soul, which could not help speaking out its message of kindness and affection for a fellow-sufferer.

The audience was deeply touched by Helen's words and various sums of money were placed in her hands as a substantial proof of the interest awakened.

Contributions to the fund for Tommy's education continued to come in for several weeks after the reception. Helen has never failed to acknowledge *propriâ manû et idoneis verbis* even the smallest gift. From her extensive correspondence we cull the following letters, which bear convincing testimony to the intensity of her sympathies, the tenderness of her feelings, the variety of her thoughts and the abundance of her mental resources.

Mrs. M. Abby Newell, the widow of the late Andrew Newell, who became blind while pursuing his honorable career as a successful and enterprising merchant, has never ceased to manifest a warm interest in the class of sufferers to which her husband belonged. Wishing to help little Tommy, she sent to Helen a generous gift of money with the following letter:—

WEST ROXBURY, April 25th, 1892.

DEAR HELEN KELLER:— Though a stranger to you, you are not unknown to me, and since you "love every body and every body loves you," I would like to be numbered among your loving friends, because, having lost by death a precious blind husband four years ago, to whom my whole time and every thought was devoted for many years, and whose death left me very desolate, my



heart goes out to all who are thus afflicted, and I have the greatest desire to help them.

The beautiful story of your character and life interested me deeply, as also has that of your dear little friend, Tommy Stringer, and to make you happy, and him through you, I send with this a cheque for \$50.00, which you will add to the fund for his education, and after his mind has been released from its prison house, I hope you will live to see him as happy as yourself in every way — and, may friends increase day by day to carry on the glorious work of educating the sightless ones everywhere.

I shall think of you always with sincere affection, and trust you will number among your faithful and sympathizing friends,

M. ABBY NEWELL.

Helen's response to this touching and most loving letter was as follows :—

MY DEAR MRS. NEWELL :— Please accept many thanks for your most generous contribution to little Tommy's fund. Your kind letter made me very happy indeed. Is it not beautiful to think that even the great sorrows which come into our lives, and make our hearts desolate, help us to understand and sympathize with the sorrows of others? Although I am only a little girl, I think I know how sad and lonely your heart is without your dear husband. My heart is full of sympathy and love, and I send you a tender kiss. Ever your little friend,

HELEN KELLER.

Miss Anna E. Marble sent to Helen a very kind letter with the pennies contributed for Tommy by the poor children of the Cottage place kindergarten. The receipt of this was thus acknowledged :—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR FRIEND :— I received your kind letter and the children's pennies several weeks ago, but I have not had time to write

until today. Please thank the dear little ones for their precious pennies, and tell them that their little deed of kindness will never be forgotten by me. I hope I shall see them sometime. I would like to tell them how glad I am that they love Tommy. Some day, some beautiful day he will understand how many little hands have helped pull down the thick, dark walls that imprison his mind, and he will be grateful, O! so grateful to the loving little workers for the light and music which has come into his life because of their love and sympathy.

Give each little child my warm love and believe me, dear, kind lady, always                    Your loving little friend,

**HELEN KELLER.**

To Miss Marion Yerxa of North Cambridge, who contributed two dollars to Tommy's fund, Helen wrote the following note:—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR LITTLE MARION:— I remember you perfectly, and it made me very happy indeed to know that you thought of dear little Tommy when you got home. I thank you, dear little girl, for the two dollars which you sent to help educate Tommy. I am sure that some day when you are a tall girl you will be glad that your money helped bring the sunshine of knowledge into the life of a helpless little boy.

Please forgive me for not writing before, and believe me always

Your loving friend,

**HELEN KELLER.**

In acknowledgment of a gift of money from Miss Grace Gordon Cowing, Helen wrote as follows:—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR MISS COWING:— Please accept my loving thanks for the money which you and your dear mother sent me to help educate little Tommy. You may indeed call me your little friend; for I love all those whose hearts are kind and gentle. God has

linked our hearts together with the golden chain of sympathy, and even though we have never met we are friends.

Please give my warm love to your mother, and think of me always as  
Your loving friend,

HELEN KELLER.

To Mr. George W. Wales, one of the trustees and constant benefactors of the kindergarten, Helen wrote as follows in acknowledgment of a contribution of twenty-five dollars, which she had received from him for Tommy.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MR. WALES:—I am deeply grateful to you for the twenty-five dollars which you sent to help educate Tommy. I am always delighted to add a new name to the dear little fellow's list of friends.

I am very glad that you and Mrs. Wales are coming to my tea. Enclosed please find the tickets. I am looking forward joyfully to the event. I am sure I shall not fail. The kind people of Boston will come to my tea when they know that I am trying to help Mr. Anagnos bring light and music into the lives of many little ones who are sad and lonely now.

Please give Mrs. Wales my love, and believe me, with renewed thanks and loving wishes,

Sincerely your little friend,

HELEN KELLER.

A little invalid boy named Paul R. Wild, who lives in Somerville, raised two dollars by selling pansies, one half of which amount he sent to Helen for Tommy with the following explanatory note:—

SOMERVILLE, May 22nd, 1892.

MISS HELEN KELLER:—The money enclosed in this letter is for your little Tommy. It was earned by Paul Wild, a little Somerville boy, who is ten years old. He is very much afflicted himself,

having had a stroke of paralysis, which troubles his walking and makes his right hand almost useless. He has a lovely pony that is very fond of him, waits for him to climb in and out the cart and is so gentle he can drive him anywhere with one hand. Paul goes to the Foster school and during his vacation he sold pansies for the pansy farmer, delivering them with his pony. He earned two dollars. One he used to buy a birthday gift for his little brother Prescott and the other he wishes you to have for your poor little Tommy. If you receive this money please send him a little note for he is anxious to know that his money was not lost in the mail.

PAUL R. WILD.

To this touching note Helen replied as follows:—

DEAR LITTLE PAUL:—I thank you very, very much for the dollar which you sent me for Tommy, and for the loving sympathy that made you want to help another little boy. I am glad that you have a pony. I have one too, and I like to ride him. I call my pony Black Beauty because I enjoyed the story so much.

Please give my love to Prescott, and pat your gentle pony for me. Lovingly your little friend,

HELEN KELLER.

Rev. Edmund F. Slafter, who as almoner of the late Miss Lucy A. Adams favored the kindergarten with a generous gift of five hundred dollars, did not forget little Tommy's fund. He sent to Helen fifty dollars for it with the following note:—

BOSTON, May 24th, 1892.

MY DEAR MISS HELEN:—I have great pleasure in inclosing to you my check for \$50.00 for little Tommy's education fund. I received this money from a dear friend, not now living, and I am sure she would be glad to have it go to this good object. I send it because I think it will please you and the dear little Tommy.

Your sincere friend,

EDMUND F. SLAFTER.

Helen acknowledged the receipt of the gift in these words:—

SOUTH BOSTON, June 1st, 1892.

MY DEAR MR. SLAFTER:—It did indeed please me to receive the fifty dollars which you gave me for dear little Tommy, and I am very grateful to you for it, and for the kind thought which makes the gift more precious. I am going home tomorrow and I shall not see you for a long time, but I want you to know that I shall not forget you even when I am far away from this beloved city, and I do hope you will think of your little friend sometimes.

Lovingly yours,

HELEN KELLER.

To Mrs. Mariana R. Cross of Brookline who sent a contribution for Tommy in the name of her little boy Robert, Helen wrote the following note:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MRS. CROSS:—Please thank your dear little boy, Robert, for the sweet and loving sympathy which his gift represents. Some day he will see Tommy, the helpless little brother whose life will have been made brighter because Robert thought of him.

Tell him that Helen sends him a kiss and her love.

Always your little friend,

HELEN KELLER.

On behalf of the children of the Lend-a-hand society of the first congregational church of Ipswich, Mrs. E. Constant sent to Helen three dollars for Tommy with the following letter:—

IPSWICH, May 23rd, 1892.

HELEN KELLER:—We have at our church at Ipswich which is the First Congregational church, a small children's society called the Lend-a-hand society. We heard about you and your kind

interest in Tommy Stringer and what you desired to do to help him, and so our society voted to send you three dollars to use for Tommy Stringer. It was very good of you to think of him. We are very glad to help, even if it is only a little. We all hope God will bless you.

The children of our society would be very happy to have a little note from you, and if they can they would like to help at some time again.

Lovingly yours, on behalf of the Society,

MRS. E. CONSTANT.

Helen's acknowledgment read as follows:—

Thank you, dear little children for the three dollars which your society sent me for dear little Tommy. I am glad that you are learning to lend a hand and help others while you are still children.

Lovingly yours,

HELEN KELLER.

These letters, together with those which have been previously published, suffice to show, how richly gifted is their little author, how great is the fertility of her mind, how keen is her sense of the appropriateness and fitness of things, and what an extraordinary command of language and wealth of ideas she possesses.

Helen is a child of strong affections and catholic sympathies. She is a born philanthropist. Her noblest characteristics are devotion to others and forgetfulness and sacrifice of self. She delights in giving help and carrying relief to the suffering. She is ever ready to deny herself the comforts of life in order to be able to assuage and solace the woes of her little brothers and sisters in misfortune. She has received

from above the gift of mercy, and her ministrations are sanctified by the sacrament of love. Her talents are always at the service of the blind, the deaf, the poor and the downtrodden. When a genius like hers consecrates itself to the cause of afflicted humanity it becomes "the glory of the earth and the perfume of heaven."

#### ANNUAL RECEPTION.

Blest be that spot, where guests retire,  
And learn the luxury of doing good.

—GOLDSMITH.

The customary reception, which is annually given at the kindergarten by the ladies' visiting committee, was held on Thursday, April 21st, at 3 o'clock. This date was chosen with a view of doing appropriate honor to Froebel's birthday.

Cards of invitation were sent to all the friends and benefactors of the infant school, and the throng of interested guests who filled the house showed that their response was full and cordial. Many distinguished persons were present, representing the intellect, the philanthropy and the wealth of our community. The trustees of the institution were of course in attendance.

After receiving a hearty welcome from the ladies, the guests passed on to the schoolrooms and parlors. The little boys and girls were variously occupied in their class rooms, developing the charming designs of kindergarten work, which as they grow from day to

day beneath the tiny fingers inweave and unfold patterns even more perfect of child life and character.

Willie Elizabeth Robin and Tommy Stringer were seated among their schoolmates, not less happy or busy than the latter, and were surrounded by a multitude of visitors eager to get a glimpse of them and to see them working. Edith Thomas and Helen Keller were holding receptions in the parlors. The latter was the centre of a constantly changing group of friends, whom she greeted with the wonderful vivacity and affection, which are her special characteristics. An excellent portrait of Helen, loaned for the occasion by Mr. Albert H. Munsell, whose skillful brush had just completed it, attracted much attention. It was deservedly admired by all competent judges both as a striking likeness and as a fine work of art. Helen is more than a beautiful specimen of human form:

She is a spirit still and bright,  
With something of an angel-life.

The young artist merits the congratulations and the praise bestowed upon him for having succeeded in obtaining a clear conception of the child's spiritual nature. He has produced not only her features but her expression with marked success. May we not hope that some of the friends and patrons of the institution will combine together to purchase this picture and place it side by side with that of Laura Bridgman, so that it may be kept forever where it belongs?

At half past three the children and the visitors assembled in the hall. Dr. Eliot presided with his wonted dignity and grace. The little orchestra, consisting of trained performers on various toy instruments, opened the exercises with a "Froebel's March," composed for the occasion by their teacher, Miss Cornelia C. Roeske. This delightful "kinder-symphony" was given with such animation and harmonious precision as to evoke generous applause. "Sir Robin" was pleasingly recited by three little boys, and a duet, written also by Miss Roeske, was sung with charming simplicity and exquisite sweetness.

At the conclusion of the children's programme Dr. Eliot introduced the Rev. Edward Everett Hale as one "who had something to say." Dr. Hale's address in behalf of the adopted child of Boston's benevolence has been given in full in the preceding pages. His words were as forceful and effective as were those of Helen Keller, which followed. His earnest appeal called forth the sympathy of a tiny fellow, who was heard sobbing "because he had no money to give" for his little friend and schoolmate. It was afterward found, when the purses were opened, that the copious tears, which flowed from such a tender and sympathetic heart, had been coined into gold for the benefit of Tommy.

Dr. Eliot endorsed the appeal for this unfortunate boy heartily and with great emphasis, and then proceeded to set forth the needs and purposes of the

kindergarten in a stirring and most impressive speech, which in substance was as follows:—

#### ADDRESS OF DR. SAMUEL ELIOT.

After that speech I do not like to say anything. Still there are some things that must be said. One is an expression of our gratitude to these teachers and these children for the happy hour that we have spent with them. They show us today, as Dr. Hale says, what they have been doing with an infinite amount of pains and patience, and we come just in time for the fine flower of their work to sit here and listen to the songs and recitations of their children. We learn once more to sit at the feet of children and to learn from them what they can teach us. Those words of Words-worth come back :

Our simple childhood sits upon a throne.

These children are sitting upon a throne this afternoon and we are their subjects in sympathy and in interest.

The kindergarten at this glad Easter-tide is breaking into new life, its projects all growing largely. We are to build an additional building and a part of another building. Why do we do it, you ask. The answer is simple. There are thirty-seven inmates of the kindergarten today, and it was not built for so many. There are twenty-one applicants for admission, and of these twelve have taken out papers, and six have filled them, so that six children in addition to the thirty-seven are actually waiting to be taken into our rooms. That is reason enough for growing, for growing materially as well as spiritually. There is another reason. Our school at South Boston is crowded to overflowing, and it is absolutely necessary to make some provision for the younger children, especially the girls who are now there. It is proposed when these new buildings are erected to bring some of the younger girls of the primary class over here where they may share in the beneficence of the kindergarten and lend the kindergarten their pres-

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ence in return. I think these two reasons are sufficient for building additional quarters.

In order to do this thing we need money. We need sympathy first. That is already gained I am sure. Next we need a good deal of money, and I suggest that each person here shall consider himself and herself a volunteer committee to raise this money. We have upwards of \$40,000 in hand, but we need upwards of \$20,000 more, for \$65,000 in all will be needed to build and furnish the building we propose to erect.

That is not all. These buildings will not sustain themselves, and we want to provide for running expenses. We are not absolutely penniless so far as an endowment is concerned, but a great many more thousand dollars will be necessary to complete that endowment. I beg every one of you, men and women, boys and girls, to take this matter to your hearts.

I read the other day in one of the last new novels a motto which struck me as applicable to us, and I cannot but repeat it. It was in a story called "Blanche Lady Falaise," and the motto was "*Je fais fort, et je falaise,*" "I move forward and I beat like waves upon a cliff." We must beat in the same way, and do it over and over again. How often we have done it,—Mr. Anagnos, the trustees, and I,—this community very well knows. But the community has never failed to hear and to give. And now we ask once more. We beat upon the cliff, not as the angry ocean sweeps against the rocks which it would destroy, but as the gentle sea which laps the shore and seems to invite all who look upon it to enter into its life. So we ask you to come to our assistance and help us to build and endow this institution.

Who can listen to these children, who can see the face of Tommy (that vigorous boy who has already smashed my watch this afternoon,) and not feel a desire to care for him and make him and make them all happy in this home? Some day, I hope,—it will be after my time,—there will be no further necessity of asking for money for the Perkins Institution for the Blind. Heaven speed that day.

Dr. Eliot spoke with great warmth and force, and his address, although brief, was of unsurpassed eloquence and power.

His ready speech sowed fair and free,  
In phrase of greatest courtesy.

He is so deeply interested in the kindergarten, that he seldom opens his lips without letting fall some gem of wisdom, of beauty and of suggestiveness, to the profit and delight of his auditors. Indeed he has become a recognized leader in our movement, clear of vision and always confident of coming triumph. When he touches upon the cause of the little sightless children he seems to be consumed with a burning and inexhaustible enthusiasm, and his words, whether written or spoken, are a succession of flashes from a steady fire.

As soon as the meeting closed the visitors began to gather in the alcove, where Mrs. Thomas Mack, the treasurer of the day, added many new names to the list of the subscribers to the kindergarten fund.

#### CLOSING REMARKS.

Our cause is the best.  
Then reason wills, our hands should be as good.

— SHAKESPEARE.

In taking leave of my readers, I cannot refrain from addressing a few concluding remarks to the friends and helpers of the little sightless children and

to all benevolent persons, who may be disposed to take a kind interest in their welfare.

Experience has shown, that the kindergarten is not only the safest and most appropriate place for human plantlets to grow in, but the best agency for the amelioration of the condition of the blind both physically and mentally, as well as morally and socially. The results already obtained through its ministrations are truly remarkable and attest the soundness and validity of this statement.

We have therefore one of the noblest and most promising causes for which to work and to which to consecrate our thoughts and energies.

During the past five years the infant institution has made great progress in its course of advancement and completion. Thanks to the generosity of some of the leading men and women of Boston and of the public in general, its accommodations have been enlarged, its educational facilities increased, its domestic arrangements improved, its grounds put in good order, and a part of its urgent financial needs supplied. For these blessings we can scarcely find fitting terms to give adequate expression to our sense of gratitude and delight.

But with all that has so far been accomplished our enterprise is still in its infancy; its development is far from being complete. Hence we must not pause and rest on our oars feeling perfectly satisfied with our present gains. Lingering inactivity is dangerous. It is the thief of time. It creates apathy. We must

push onward vigorously. From victories won we must look forward to new battlefields. From the height of every achievement we must survey the widening circle of fresh needs. From the summits of success and possession we must turn away towards the land of the unattained.

All signs appear to indicate the approach of a period of prosperity, and we have every reason to be encouraged. What has already been done, though not all that we could wish, is sufficient to inspire us with confidence that the remainder will soon be finished. Our onward movement, sustained by the propelling force of earnestness and decision, will become resistless, and it will enable us to reach the goal of our aspirations triumphantly. Of this there is no doubt provided we are not "out of heart" and do not faint before the difficulties which we may encounter on our march.

So far as I am concerned, I am sure of a favorable outcome of this striving. I am hopeful and sanguine in my conviction of ultimate victory not because I do not see lions in our way, but because my absolute faith in the goodness and beneficence of our cause gives me so much courage that I am not daunted by them. Overhung as the horizon still is with thick murky clouds, I firmly believe that

Sunshine must follow the rain.

All which is respectfully submitted by

M. ANAGNOS.



## REPORT OF THE MATRON.

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To MR. ANAGNOS, *Director.*

SIR:— It is my privilege again to offer for your consideration the following report of the kindergarten for another year.

If its daily incidental life could be written out in full, transcribed from the pages of a faithful diary into this report, it would bear unmistakable testimony to the value of individual instruction, and to the high character of the work performed by our teachers, through whose unremitting and efficient efforts the present results have been realized.

The claims of the kindergarten are more imperative today than ever before in its brief history. The preliminary and preparatory work already begun seems but the modest harbinger of future achievement, commensurate with the broad character of the enterprise, and the importance of giving it such permanence and scope as its requirements and opportunities are likely to demand.

The indispensable need for more ample accommodations is being rapidly met, but none too soon to answer the urgent demand, or to avert possible moral and physical peril to many a waiting child.

The health of both children and household has been uniformly good, and we record with deep thankfulness our absolute freedom from epidemic or other sickness during the entire year.

The present number of pupils is thirty-six, nineteen girls and seventeen boys.

It is a noticeable fact that the resources of these children previous to their coming here are too often extremely limited, and their condition is far from satisfactory. They lack the bodily and mental stimulus of either healthful play or work, and even in those cases more favored as to outward circumstances the same deficiencies are apparent.

It is in this discouraging, often deplorable condition that they enter the wholesome, lovable atmosphere of the kindergarten to find an influence at once corrective and decisive, and at the same time harmonious to the child nature.

Here with gift and game and occupation the very fingertips begin their training for lifelong uses, the idle hands find welcome employment, habits of attention and order are inculcated, sounds gain new and intelligible meanings, and through manifold and multiplied object lessons the child is encouraged and assisted to the regular and practical exercise of its mental powers.

Good language, correct pronunciation, courtesy and a respect for the rights of others are pervasive influences, while the importance and love of work in all its uses and beauties are the main principles which the true kindergarten aims to exemplify, and to instill into the mind of the child.

The time has come for the extension and application of kindergarten methods in more advanced departments of primary and manual instructions, and classes from our ranks have already begun this intermediate work.

The instruction of Willie Robin has progressed steadily. The child fulfils every promise and is a joy and delight to all who know her. The methods pursued in her training are strictly those followed in the kindergarten, and the same work is required of Willie as of the other members of her

class. This she always performs intelligently and efficiently. In numbers and in other forms of abstract thinking she shows good powers of concentration, while all the tasks requiring the use of her fingers she does with extreme daintiness, and neatness. She is learning to write, always a tedious process with the blind. In the manual language she communicates freely with those about her. This year attention has been paid to articulation with good success, and there is every reason to hope that she will eventually be able to use this medium of communication with ease and fluency.

Willie spent her vacation (a period of nearly two months) with Miss A. Emily Poulsson, and this happened very fortunately, as Miss Poulsson is an ideal teacher of children. Willie was very happy with Miss Poulsson. She spent some weeks with her at the seashore, and enjoyed both sailing and bathing. She was brave and fearless in the water, attempting to swim as the directions were given her.

She is extremely sensitive to every impression from without, and finds great enjoyment out of doors, walking, riding, or playing with the other children.

Anyone who contemplates the work of the kindergarten in this one instance, cannot but be favorably impressed with its value.

Tommy Stringer came to the kindergarten April 8, 1891. He was then four years old, utterly helpless and literally without a sign or any medium to indicate a want or desire. He was unable to walk alone or to feed himself. He showed no discernment nor choice about food, but would eat very fast of everything given to him; nor did he show any preferences for persons. He made few articulate sounds, nothing beyond the ordinary cry of an infant denoting pain, seldom a sound of pleasure.

Notwithstanding this unhappy and pitiable condition, there was every indication of sense and intelligence, of power to think definitely, to deliberate, to reason and conclude.

In the first six months he seemed to make the transition from infancy to childhood. His face lost the expressionless look it had worn. He held his head more erect. He stood better on his feet, and began to walk without assistance. While he did not attempt voluntarily to make the manual signs given him, he would hold up his hand to have the words *mug, bread, meat*, spelled upon his tiny palm.

The progress in his case has been painfully slow. The resistance to every form of physical or mental activity has been passive rather than active, showing however at times a stubborn will that yielded only after long pressure. It soon was evident that, despite this extreme slowness, little by little he was obtaining control of his fingers, though they seemed so nerveless and unresponsive to anything indicative of will power. He began, like Willie Robin, by stringing balls and cubes together, and learning the names of all the objects he handled. **BREAD**, was the first word he made with his fingers, unaided. This was seven months after his coming here.

At the present time,— eighteen months after his arrival at the kindergarten,— the number of words he knows has increased to nearly two hundred, and he begins to use short sentences. His happiness is something beautiful to see, and he will often scream and laugh in simple excess of joy.

It has been a struggle out of night  
Toward the morning's radiant light,

but the awakening is sure and full of promise.

Miss Margaret A. Bull served acceptably as teacher for the first year, and Miss Laura A. Brown has held this position since April 1, 1892.

Music in connection with the kindergarten gives happy expression to child life. The interest in it increases, and the character of the work done has steadily improved. There were eighteen children taking pianoforte lessons last year, and one violin pupil. There are also daily singing classes which all the pupils attend. In addition to this Miss Roeske has formed a kinder-orchestra, whose performances are a source of entertainment and pleasure aside from the valuable drill exercise.

The principal public event of the year was the reception of the Ladies' Visiting Committee, on Thursday, April 21, 1892.

We make grateful acknowledgment to the Ladies' Visiting Committee and to the many friends to whom we are in debted, especially those who have personally encouraged us by their interest in the work.

The King's Daughters of Newton, in addition to a generous contribution to the kindergarten endowment fund made it possible for two of our youngest children to spend the summer in the country, who otherwise would have been in the city through the hot summer months.

Other similar organizations and individuals have rendered valuable help in this way.

A beautiful and useful model of a furnished house was presented to the kindergarten by Mr. and Mrs. A. T. Whiting, to whom we are also indebted for many other favors bestowed upon the children.

To Miss Mabel Bond we acknowledge our obligations for some fine models of animals and a box of toys.

We would also recall in sweet remembrance one dear

child of the kindergarten, Cora Beatrice Standing of Fall River, who came here as one of the first pupils when the house was opened in 1887. After a year's attendance she was promoted to the higher department at South Boston. Ill health obliged her to leave school, and after a lingering illness she died at her home July 13, 1891, at the age of fourteen years and five months. Her love for the kindergarten was constant, and often during her sickness she referred to the happy days she had spent under its roof. It was her request that one hundred dollars of her own little property should be given to the kindergarten, and it is intended that one of the cabinets in the new building for girls shall be purchased with this money, and shall bear her name.

Respectfully,

ISABEL GREELEY.



### LIST OF THE CHILDREN.

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Almy, Lilian.	Wagner, Alice M.
Colyar, Amy H.	Aberg, George Herman.
Forbush, Vinnie F.	Amadon, Charles H.
Goggin, Mary,	Cunningham, James H. B.
Griffin, Martha.	Dodge, Wilbur F.
Heap, Myra.	Fuller, Albert.
Kennedy, Annie May.	Jacobson, Guy H.
Kennedy, Nellie A.	L'Abbé, Harry.
Matthews, Clara.	Lawton, George.
McKenzie, Maggie.	Levin, Bernard.
Muldoon, Sophia J.	Manion, Lawrence.
Newton, Eldora B.	Martello, Antonio.
O'Neal, Katie.	Rochford, Francis J.
Puffer, Mildred E.	Simpson, Wm. Oren.
Robin, Willie E.	Stringer, Thomas.
Saunders, Emma E.	Vaughn, Wm. M.
Thurley, Blanche M.	Walsh, Frederick V.
Wagner, Grace.	Younge, William Leon.

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *litterateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I.—Acknowledgments for Concerts and Operas in the City.*

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to six operas and three representations of "The Old Homestead."

To the Pegan French Opera Company, for twenty-five tickets to each of two representations.

To Miss Agnes Huntington, for a general invitation to the English opera, "Capt. Therese."

To Mr. Chas. T. Ellis, for fifty-two tickets to an operatic festival.

To the Händel and Haydn Society, through its secretary, Mr. Chas. W. Stone, for sixty-eight tickets to one oratorio concert.

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To Mr. Chas. C. Parkyn, for an average of twenty-three tickets to each of three Philharmonic orchestral concerts.

To Mr. Chas. T. Ellis, for forty tickets to one Young People's Popular Concert.

To Messrs. Miles and Thompson, for fifteen tickets to one Molé chamber concert.

To Prof. Carl Baermann, for twenty season tickets to three chamber concerts.

To Mr. L. Parkyn, for thirty tickets to a pianoforte recital by Madam Helen Hopekirk.

To Mr. Ernst Perabo, for six tickets to one concert by the Kneisel Quartette.

To Mr. E. W. Tyler, for thirty tickets to a pianoforte recital by Mr. Carl Stasny.

To the same, for twenty-eight tickets to a pianoforte recital by Mr. Otto Bendix.

To the same for thirteen tickets to the first and twenty tickets to the second pianoforte recital by Mr. Eugene d'Albert.

To Mr. Henry F. Miller, for fourteen tickets to an *ensemble* concert by Messrs. Doerner and Andrés.

To Mr. Ferdinand Dewey, for ten tickets to one pianoforte recital.

To Mr. E. B. Perry, for twelve tickets to one pianoforte recital.

To Miss Gilbraith, for six tickets to a pianoforte recital by Miss Avis Bliven.

To Mr. Chas. T. Ellis, for fifty tickets to two pianoforte recitals by Mr. Eugene d'Albert.

To Miss Ellen M. Wheelock, for twenty-five tickets to one New England Conservatory orchestral concert.

To Mr. Eliot Hubbard, for thirty-eight tickets to one song recital.

To Mr. Chas. T. Ellis, for fifty tickets to a lecture on the precursors of the pianoforte, given by Mr. Krehbiel.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of sixteen tickets to each of four concerts.

To an unknown friend, for three tickets to one Cecilia concert.

To a friend, for thirty tickets to a concert by Mrs. Julia Wyman.

To Miss Gertrude Franklin, for sixteen tickets to each of two song recitals.

To Rev. J. J. Lewis, for an invitation to all concerts and other entertainments given in the Broadway Universalist Church.

*II.—Acknowledgments for Concerts, Lectures and Readings  
given in our Hall.*

For a series of recitals, concerts and readings given from time to time in the music-hall of the institution, we are greatly indebted to the following artists:—

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, contralto, Mrs. E. Humphrey Allen, soprano, Mr. C. N. Allen, violinist, and Dr. L. H. Fenderson, reader.

To Mr. George J. Parker, assisted by Miss Bailey, soprano, Mrs. F. A. Flanders, reader, and Miss Agnes Snyder, accompanist.

To Mr. Ernst Perabo, assisted by Mr. Franz Kneisel, violinist, and Mr. Alwin Schroeder, violoncellist.

To Mr. Henry F. Miller and Company, for one *ensemble* concert by Messrs. Doerner and Andrés.

To Miss Agnes Snyder, pianist, assisted by Mrs. Frances Dutton Wood, soprano, Miss Mary How, contralto, Mr. Wulf Fries, violoncellist, and Mr. John Kelley, accompanist.

To Mrs. F. A. Flanders, for one reading.

To Miss Abby Conn, Miss Washburn and Miss Webster, each for one reading.

*III.—Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind

and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	.	.	.	<i>Boston, Mass.</i>
The Atlantic,	.	.	.	" "
Boston Home Journal,	.	.	.	" "
Youth's Companion,	.	.	.	" "
Our Dumb Animals,	.	.	.	" "
The Christian Register,	.	.	.	" "
The Musical Record,	.	.	.	" "
The Folio,	.	.	.	" "
Littell's Living Age,	.	.	.	" "
Zion's Herald,	.	.	.	" "
The Missionary Herald,	.	.	.	" "
The Well-Spring,	.	.	.	" "
The Salem Register,	.	.	.	<i>Salem, Mass.</i>
The Century,	.	.	.	<i>New York, N. Y.</i>
St. Nicholas,	.	.	.	" "
The Journal of Speculative Philosophy,	.	.	.	" "
American Annals of the Deaf,	.	.	.	<i>Washington, D. C.</i>
The Etude,	.	.	.	<i>Philadelphia, Pa.</i>
The Silent Worker,	.	.	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>	
Church's Musical Journal,	.	.	.	<i>Cincinnati, O.</i>
The Messenger,	.	.	.	<i>Ala. Academy for the Blind.</i>
Tablet,	.	.	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>	
Good Health,	.	.	.	<i>Battle Creek, Mich.</i>
L' Amico dei Ciechi,	.	.	.	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND  
for the Year ending Sept. 30, 1892.

RECEIPTS.		EXPENDITURES.	
Balance on hand Oct. 1, 1891,	\$6,016.37	Drafts on general account,	\$100,304.60
Income from invested funds,	39,470.32	" " kindergarten account,	37,100.48
Received of State of Massachusetts,	\$30,000.00	" " printing account,	3,966.88
"    Maine,	3,975.00	Paid Treasurer for clerk hire,	250.00
"    New Hampshire,	1,300.00	" safe rent,	30.00
"    Vermont,	2,400.00	" Meats, Balch & Rackettman for legal services,	\$141,633.96
"    Connecticut,	4,800.00	Money loaned,	2.00
"    Rhode Island,	5,020.00	Balance on hand Sept. 30, 1892,	13,193.92
"    Massachusetts for clothing for blind wards,	61.56		50,000.00
"    "    Massachusetts for Edith Thomas,	300.00		
"    "    of city of Boston clothing for pupils,	153.54		
"    "    legacy from Mrs. Eleanor J. W. Baker,	2,500.00		
Donations,	193.00		
Sundry amounts received of M. Angona,	5,003.19		
Admissions to exhibitions,	6.40		
Unexpended balance,	614.33		
	\$6,977.02		
		Sale of books,	\$647.77
		Donation from Miss E. Howes to print "Sleeping Sentinel,"	27.00
		Donation from a friend,	1,000.00
		Income from Howe Memorial,	4.00
		Unexpended balance,	44.47
			1,723.24

*Kindergarten Account.*

Donations for new building, . . . . .	\$19,324.82	
Donations for endowment, etc., . . . . .	\$8,524.07	27,848.89
Rents from Jamaica Plain, . . . . .	\$816.00	
Income from Mary E. Gill fund, . . . . .	216.45	
Received for tuition of Guy Jacobson, . . . . .	291.00	
" " " Tommy Stringer, . . . . .	700.00	
" " " Willie Robin, . . . . .	350.00	
Donation for Willie Robin, . . . . .	3.50	
Sale of coal, . . . . .	8.85	
Sale of reports, . . . . .	1.00	
Donation, Mrs. Warren B. Potter fund, . . . . .	20,000.00	
Legacy from Miss Sarah Bradford, . . . . .	100.00	
" " Mrs. Lucy A. Dwight, . . . . .	4,000.00	
" " Mrs. Eleanor J. W. Baker, . . . . .	3,500.00	
" " R. W. Turner, . . . . .	3,000.00	
Received of State of Maine, . . . . .	600.00	
" " New Hampshire, . . . . .	900.00	
" " Connecticut, . . . . .	900.00	
" " Rhode Island, . . . . .	900.00	
Unexpended balance, . . . . .	25.24	35,311.84
INVESTMENTS:		
Collected May mortgage, . . . . .	\$7,500.00	
Collected money loaned last year, . . . . .	30,000.00	37,500.00
		<b>\$204,847.88</b>
		<b>\$204,847.88</b>

Examined Oct. 12, 1892, and found correct.

HENRY ENDICOTT, Auditor.

EDWARD JACKSON, Treasurer.

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL  
FOR THE BLIND *for the Year ending Sept. 30, 1892.*

RECEIPTS.	EXPENDITURES.
<i>I. Income.</i>	
State of Massachusetts, appropriation, . . . . .	\$30,000.00
" Massachusetts, account of Edith Thomas, . . . . .	300.00
" Maine, . . . . .	3,975.00
" Maine, kindergarten, . . . . .	600.00
" New Hampshire, . . . . .	1,800.00
" New Hampshire, kindergarten, . . . . .	900.00
" Vermont, . . . . .	2,400.00
" Connecticut, . . . . .	4,860.00
" Connecticut, kindergarten, . . . . .	900.00
" Rhode Island, . . . . .	5,020.00
" Rhode Island, kindergarten, . . . . .	900.00
States, towns and individuals, &c., . . . . .	819.02
States, towns and individuals, etc., kindergarten, . . . . .	1,354.35
From tuning, . . . . .	2,135.49
" sundry small items, . . . . .	201.67
" admission to exhibitions, . . . . .	80.85
" interest on notes, . . . . .	7,444.58
" N. E. Trust Co., . . . . .	250.25
" Mary E. Gill fund, kindergarten, . . . . .	606.48
" Chicago, Burlington & Northern R.R., . . . . .	216.25
" Kansas City, Clinton & Springfield R.R., . . . . .	150.00
" St. Paul & Manitoba R.R., . . . . .	400.00
" Kansas City, St. Joseph & Council Bluffs R.R., . . . . .	350.00
Bills paid by the treasurer:	
Clerk hire, . . . . .	\$150.00
Rent of safe, . . . . .	30.00
Baich & Rackemann, legal services, . . . . .	2.00
<i>General Account.</i>	
Paid by the director:	
Maintenance, . . . . .	\$55,564.59
New library building, . . . . .	28,758.16
New library furnishing, . . . . .	2,683.55
Extraordinary repairs, . . . . .	3,014.16
Taxes, insurance and repairs on buildings let:	
418-416 Fifth street, . . . . .	\$243.72
537 Fourth street, . . . . .	185.43
541, 543 Fourth street, . . . . .	458.86
557, 559 Fourth street, . . . . .	498.03
583-589 Fourth street, . . . . .	416.93
99, 101 H street, . . . . .	82.24
11 Oxford street, . . . . .	143.55
8, 10 Hayward place, . . . . .	870.80
Bills to be refunded, . . . . .	
Expense of tuning department, . . . . .	\$70.10
Expense of work department, . . . . .	833.06
Board of blind men, . . . . .	544.55
	4,857.27
	630.05
	979.63
	1,992.86
	435.00

			<b>\$85.00</b>
From interest Chicago, Burlington & Quincy R.R.,		Harris beneficiaries,	• • • • •
" " Boston & Lowell R.R.,	50.00	Unexpended balance of auditors' drafts,	• • • • •
" " Eastern R.R.,	60.00	Maintenance,	• • • • •
" Atchison, Topeka & Santa Fe R.R.,	601.88	Expense of property let,	• • • • •
From dividends, Boston & Providence R.R.,	<b>\$275.00</b>	Levelling and grading,	• • • • •
" Chicago, Burlington & Quincy R.R.,	575.00	New buildings,	• • • • •
" Fitchburg R.R.,	380.00	Bills to be refunded,	• • • • •
" Boston & Maine R.R.,	418.50	Unexpended balance of auditors' draft,	• • • • •
" Boston & Albany R.R.,	1,184.00		
rents, 412-416 Fifth street,	<b>\$1,080.00</b>	<i>Pri n ing Ac co nt.</i>	
" 537 Fourth street,	393.75	Expenses of office,	• • • • •
" 541, 543 Fourth street,	990.00	Unexpended balance of auditors' draft,	• • • • •
" 557, 559 Fourth street,	1,546.00		
" 583-589 Fourth street,	2,284.00	<i>In ve st me nt s.</i>	
" 99, 101 H street,	444.00	Loaned on demand,	• • • • •
" 11 Oxford street,	504.00	Balance on hand Oct. 1, 1892,	• • • • •
" 8, 10 Hayward place,	4,000.00		
" 250, 252 Purchase street,	3,890.00		
" 205, 207 Congress street,	5,090.00		
" 172-178 Congress street,	5,213.33		
work department, men's shop,		<b>\$5,265.88</b>	
rents, Jamaica Plain,		<b>2,077.66</b>	
sale of books in raised print,		816.00	
interest, Howe Memorial,		647.77	
		4.00	
<i>II. Receipts exclusive of Income.</i>		<b>\$99,478.58</b>	
<i>General Account.</i>			
Donations, William Montgomery,	<b>\$15.00</b>		
" Miss Pearson,	25.00		
" F. H. Peabody,	50.00		
" Miss Jane F. Dow,	25.00		
<i>Aments carried forward,</i>		<b>\$115.00</b>	
			<b>\$204,847.88</b>

**GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.**

<i>Amounts brought forward,</i>		\$99,478.58	\$204,847.88
Donations, Miss Ellen M. Jones,	• • • • •	\$115.00	
" Mrs. S. K. Burgess,	• • • • •	25.00	
" Cash,	• • • • •	50.00	
		3.00	103.00
<i>Kindergarten Account.</i>			
Donations, Mrs. Warren B. Potter,	• • • • •	\$20,000.00	
" endowment fund,	• • • • •	6,168.57	
" annual subscriptions through Ladies' Aux-	iliary,	1,059.50	
" contributions for current expenses,	• • • • •	396.00	
" for new building,	• • • • •	19,334.83	47,848.89
<i>Printing Account.</i>			
Donations, Miss Eliza Howes, to print "The Sleeping	• • • • •	\$27.00	
Sentinel,"	• • • • •	1,000.00	1,027.00
Donations, a friend,	• • • • •		
<i>General Account.</i>			
Legacy, Mrs. Eleanor J. W. Baker,	• • • • •	2,500.00	
<i>Kindergarten Account.</i>			
Legacies, Miss Sarah Bradford,	• • • • •	\$100.00	
" Mrs. Eleanor J. W. Baker,	• • • • •	2,500.00	
" Mrs. Lucy A. Dwight,	• • • • •	4,000.00	
" Royal W. Turner,	• • • • •	3,000.00	9,600.00
Collected mortgage,	• • • • •	\$7,500.00	
Collected loan,	• • • • •	30,000.00	37,500.00
Cash on hand Oct. 1, 1891,	• • • • •	\$6,016.37	
Unexpended balance of auditors' drafts Oct. 1, 1892,	• • • • •	684.04	6,700.41
			<b>\$204,847.88</b>

## ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 31,063 pounds,	\$2,748.72
Fish, 3,140 pounds,	218.08
Butter, 5,987 pounds,	1,666.04
Rice, sago, etc.,	41.64
Bread, flour, meal, etc.,	1,331.30
Potatoes and other vegetables,	791.08
Fruit, fresh and dried,	396.09
Milk, 31,902 quarts,	1,714.55
Sugar, 9,614 pounds,	372.13
Tea and coffee, 999 pounds,	355.25
Groceries,	1,169.25
Gas and oil,	456.76
Coal and wood,	2,747.55
Sundry articles of consumption,	262.20
Wages and domestic service,	5,185.24
Salaries, superintendence and instruction,	22,713.30
Outside aid,	457.47
Medicines and medical aid,	42.27
Furniture and bedding,	3,480.19
Clothing and mending,	1.87
Expenses of stable,	474.31
Musical instruments,	1,482.41
Boys' shop,	27.45
Books, stationery, etc.,	1,951.34
Construction and repairs,	4,016.39
Taxes and insurance,	1,218.25
Travelling expenses,	103.93
Sundries,	139.53
	<hr/>
	\$55,564.59

KINDERGARTEN DEPARTMENT, STATEMENT, OCT. 1, 1892.

<i>Receipts.</i>	<i>Expenditures.</i>
Board and tuition, State of Maine, . . . . .	\$400.00
" " New Hampshire, . . . . .	900.00
" " Connecticut, . . . . .	900.00
" " Rhode Island, . . . . .	900.00
" " Guy Jacobson, . . . . .	291.00
" " Tommy Stringer, . . . . .	700.00
" " Willie Robin, . . . . .	353.50
Interest, Mary E. Gill fund, . . . . .	\$4,644.50
Rents, Jamaica Plain, . . . . .	316.25
Sundry small items, . . . . .	816.00
Donations : Mrs. Warren B. Potter, . . . . .	\$20,000.00
" endowment fund, . . . . .	6,168.57
" annual subscriptions through Ladies' Auxiliary, . . . . .	1,959.50
" contributions for current expenses, . . . . .	396.00
" contributions for the new building, . . . . .	10,324.82
Legacies : Miss Sarah Bradford, . . . . .	\$100.00
" Mrs. Eleanor J. W. Baker, . . . . .	2,300.00
" Mrs. Lucy A. Dwight, . . . . .	4,000.00
" R. W. Turner, . . . . .	3,000.00
Income from investments, . . . . .	9,643.16
Cash, Oct. 1, 1891, . . . . .	5,622.71
	<b>\$78,401.36</b>
	<b>\$73,401.36</b>

PRINTING DEPARTMENT, STATEMENT, OCT. 1, 1892.

<i>Receipts.</i>	<i>Expenditures.</i>
Sale of books in raised print, . . . . .	\$647.77
Donations : to print "Sleeping Sentinel," . . . . .	\$37.00
" a friend, . . . . .	1,000.00
"	1,037.00
Income from invested funds, . . . . .	7,117.40
	\$8,792.17
Labor, . . . . .	\$1,974.80
Stock, . . . . .	153.14
Machinery, . . . . .	55.23
Type, . . . . .	315.02
Electrotyping, . . . . .	530.90
Binding, . . . . .	665.65
Books, . . . . .	87.96
Insurance, . . . . .	100.00
Express, freight, etc., . . . . .	29.11
Capital account credited, . . . . .	\$3,922.41
Balance, . . . . .	1,000.00
	3,869.76
	\$8,792.17

## WORK DEPARTMENT, OCT. 1, 1892.

## STATEMENT.

Amount due Perkins Institution from first date, . . .	\$45,116.03
Excess of receipts over expenditures, . . . . .	84.80
	<u><u>\$45,031.23</u></u>
Cash received during the year, . . . . .	\$18,428.43
Salaries and wages paid blind people, . . .	\$4,055.31
Salaries and wages paid seeing people, . . .	3,996.90
Amount paid for rent, repairs, stock and sundries, . . . . .	10,291.42      18,343.63
	<u><u>\$84.80</u></u>
Stock on hand Oct. 1, 1891, . . . . .	\$6,273.99
Stock on hand Oct. 1, 1892, . .	\$2,783.01
Receivable bills, . . . . .	3,227.42      6,010.43      263.56
Loss, . . . . .	<u><u>\$178.76</u></u>

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1892:—

<i>Real Estate Yielding Income.</i>		
Building 8 and 10 Hayward place, . . .	\$50,000.00	
Building 250 and 252 Purchase street, . . .	44,000.00	
Building 172-178 Congress street, . . .	77,000.00	
Building 205 and 207 Congress street, . . .	59,000.00	
House 11 Oxford street, . . . . .	8,000.00	
Houses 412, 414, 416 Fifth street, . . . .	9,900.00	
House 537 Fourth street, . . . . .	4,800.00	
Houses 541 and 543 Fourth street, . . . .	9,600.00	
Houses 557 and 559 Fourth street, . . . .	15,500.00	
Houses 583, 585, 587, 589 Fourth street, . . . .	21,200.00	
Houses 99 and 101 H street, . . . . .	3,300.00	
		<b>\$302,300.00</b>
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston, . . . . .	288,378.00	
Real estate used for school purposes, Jamaica Plain, . . . . .	106,326.00	
Unimproved land, South Boston, . . . . .	9,975.00	
Mortgage notes, . . . . .	120,000.00	
Note on demand, . . . . .	50,000.00	
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value, . . . . .	\$5,790.00	
Fitchburg R.R., preferred, 70 shares, value, . . . . .	6,222.20	
Chicago, Burlington & Quincy R.R., 100 shares, value, . . . . .	13,708.04	
Boston & Maine R.R., 31 shares, value,	3,938.96	
Boston & Albany R.R., 148 shares, value,	29,933.00	
		<b>59,592.20</b>
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value, . . . .	\$1,270.00	
Boston & Lowell R.R., one 5% bond, value, . . . . .	1,000.00	
Chicago, Burlington & Quincy R.R., 27 4s, value, . . . . .	26,190.00	
Chicago, Burlington & Northern R.R., 14 5s, value, . . . . .	14,416.88	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, . . . . .	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value, . . . . .	8,800.00	
<i>Amounts carried forward,</i> . . . . .	<b>\$58,051.88</b>	
		<b>\$942,571.20</b>

<i>Amounts brought forward,</i>	\$58,051.88	\$942,571.20
Kansas City, Clinton & Springfield R.R., 3 5s, value,	3,051.25	
Atchison, Topeka & Santa Fé R.R., 13 4s, value,	11,470.50	
Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage,	3,850.00	76,423.63
Cash,		13,193.92
Household furniture, South Boston,	\$17,000.00	
Household furniture, Jamaica Plain,	4,500.00	21,500.00
Provisions and supplies, South Boston,	\$585.38	
Provisions and supplies, Jamaica Plain,	150.00	735.38
Coal, South Boston,	\$2,453.00	
Coal, Jamaica Plain,	565.00	3,018.00
<i>Work Department.</i>		
Stock,	\$2,783.01	
Receivable bills,	3,227.42	6,010.43
<i>Musical Department.</i>		
One large organ,	\$4,000.00	
Four small organs,	200.00	
Fifty-three pianos,	9,800.00	
Band instruments,	550.00	
Violins,	35.00	
Musical library,	750.00	15,335.00
<i>Printing Department.</i>		
Stock and machinery,	\$3,340.00	
Books,	16,079.00	
Electrotype plates,	11,268.00	30,687.00
School furniture and apparatus,		9,000.00
Library of books in common print,	\$3,233.00	
Library of books in embossed print,	13,856.00	17,089.00
Boys' shop,		91.67
Stable and tools,		690.90
		\$1,136,346.13

The foregoing property represents the following funds and balances, and is answerable for the same:—

<b>INSTITUTION FUNDS.</b>		
General fund of the institution, . . . . .	\$122,011.97	
Harris fund, . . . . .	80,000.00	
Richard Perkins fund, . . . . .	20,000.00	
Charlotte B. Richardson legacy, . . . . .	39,500.00	
John N. Dix legacy, . . . . .	10,000.00	
Joseph Scholfield legacy, . . . . .	2,500.00	
Eleanor J. W. Baker legacy, . . . . .	2,500.00	
	<u>\$276,511.97</u>	
Cash in the treasury, . . . . .		867.80
<b>PRINTING FUND.</b>		
Capital, . . . . .	\$108,500.00	
Surplus for building purposes, . . . . .	34,303.86	
		<u>142,803.86</u>
<b>KINDERGARTEN FUNDS.</b>		
Helen C. Bradlee fund, . . . . .	\$40,000.00	
Mrs. George W. Wales fund, . . . . .	10,000.00	
Mrs. Warren B. Potter fund, . . . . .	20,000.00	
Sidney Bartlett legacy, . . . . .	10,000.00	
George Downs legacy, . . . . .	3,000.00	
Mary Williams legacy, . . . . .	5,000.00	
Elisha T. Loring legacy, . . . . .	5,000.00	
Ellen M. Gifford legacy, . . . . .	5,000.00	
Joseph Scholfield legacy, . . . . .	3,000.00	
Mrs. Eleanor J. W. Baker legacy, . . . . .	2,500.00	
Mrs. Lucy A. Dwight legacy, . . . . .	4,000.00	
Royal W. Turner legacy, . . . . .	3,000.00	
Funds from other donations, . . . . .	61,944.00	
		<u>172,444.00</u>
Funds for building purposes, . . . . .		22,556.00
Cash in treasury, . . . . .		<u>12,326.12</u>
Buildings, unimproved real estate and personal property in use of the institution, South Boston, . . . . .		397,295.38
Land, buildings and personal property in use of the kindergarten at Jamaica Plain, . . . . .		<u>111,541.00</u>
		<u>\$1,136,346.13</u>
Total amount of property belonging to the kindergarten, . . . . .		\$318,867.12
Total amount of property belonging to the institution proper, . . . . .		<u>817,479.01</u>
		<u>\$1,136,346.13</u>

## FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1892.

## RECEIPTS.

## Donations —

**Mrs. Warren B. Potter fund, . . . . . \$20,000.00**

## Legacies —

**Miss Sarah Bradford, . . . . . \$100.00****Mrs. Eleanor J. W. Baker, . . . . . 2,500.00****Mrs. Lucy A. Dwight, . . . . . 4,000.00****Royal W. Turner, . . . . . 3,000.00      9,600.00      \$29,600.00****Endowment fund, . . . . . \$6,168.57****Annual subscriptions through Ladies' Aux-****iliary Aid Society, . . . . . 1,959.50****Contributions, . . . . . 396.00****For current expenses, . . . . . 8,524.07****Donations for new building, . . . . . 19,324.82****Board and tuition, . . . . . 4,644.50****Rents, . . . . . 816.00****Sundry small items, . . . . . 9.85****Income from investments, . . . . . 9,643.16****Income from Miss Mary E. Gill's fund, . . . . . 216.25****Cash on hand, Oct. 1, 1891, . . . . . 5,622.71      \$78,401.36**

## EXPENSES.

**Maintenance, . . . . . \$9,597.84****Levelling and grading, . . . . . 7,473.00****Expenses on houses let, . . . . . 196.85****Bills to be refunded, . . . . . 44.17****New buildings, . . . . . 19,763.38****Invested, . . . . . 29,000.00      \$66,075.24****Balance Oct. 1, 1892, . . . . . \$12,326.12**

## PROPERTY BELONGING TO THE KINDERGARTEN.

<b>Helen C. Bradlee fund,</b>	.....	\$40,000.00
<b>Mrs. Warren B. Potter fund,</b>	.....	20,000.00
<b>Mrs. George W. Wales fund,</b>	.....	10,000.00

## Legacies —

<b>Sidney Bartlett,</b>	.....	10,000.00
<b>George Edward Downs,</b>	.....	3,000.00
<b>Mary Williams,</b>	.....	5,000.00
<b>Elisha T. Loring,</b>	.....	5,000.00
<b>Ellen M. Gifford,</b>	.....	5,000.00
<b>Joseph Scholfield,</b>	.....	3,000.00
<b>Royal W. Turner,</b>	.....	3,000.00
<b>Mrs. Lucy A. Dwight,</b>	.....	4,000.00
<b>Mrs. Eleanor J. W. Baker,</b>	.....	2,500.00
Funds from other donations,	.....	61,944.00
Funds for building purposes,	.....	<u>22,556.00</u> \$195,000.00
Cash in treasury, . . . . .		12,326.12
Land, buildings and personal property in use of the Kindergarten at Jamaica Plain, . . . . .		<u>111,541.00</u>
Total amount of property belonging to the Kindergarten, . . . . .		\$318,867.12

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## KINDERGARTEN ENDOWMENT FUND.

## LIST OF CONTRIBUTORS.

From Sept. 30, 1891, to Oct. 1, 1892.

<b>A friend,</b>	.....	\$500.00
<b>A friend,</b>	.....	20.00
<b>A friend,</b>	.....	2.00
<b>A friend, Beacon street,</b>	.....	50.00
<i>Amount carried forward,</i>	.....	<u>\$572.00</u>

<i>Amount brought forward,</i>	.....	\$572.00
A friend of the little blind children, additional,	.....	200.00
A friend, First Congregational Unitarian Church, Providence,	.....	100.00
A friend, through Helen Keller,	.....	100.00
A class of young ladies in the Union Church of East Braintree,	.....	15.00
Aspinwall, Mrs. W. H.,	.....	5.00
Atkinson, Mrs. Edward,	.....	20.00
Balfour, Miss Mary D., fifth contribution,	.....	10.00
Barnard, James M.,	.....	10.00
Barnard Memorial Kindergarten, through Miss L. H. Symonds,	.....	3.77
Baylies, Mrs. W. C., second contribution,	.....	5.00
B., C. A.,	.....	15.00
Bowen, Mrs. E. M.,	.....	20.00
Boyden, Mrs. Charles,	.....	25.00
Brigham, Miss Eleanor W., North Grafton,	.....	5.00
Brooks, Mrs. Francis, sale of "Heidi," ninth contribu- tion,	.....	35.00
Cary, Miss A. P., third contribution,	.....	100.00
Cash,	.....	5.00
Children of Barnard Memorial Chapel,	.....	4.31
Charlestown, Loyal Temperance Legion,	.....	5.00
Clark, Mrs. Joseph W.,	.....	300.00
Clarke, Mrs. James Freeman, third contribution,	.....	5.00
Crosby, Sumner,	.....	25.00
Cowing, Mrs. Martha W.,	.....	25.00
Curtis, Miss I. P., second contribution,	.....	5.00
Eastman, The Misses, Wellesley,	.....	25.00
Endicott, Miss Mary E., third contribution,	.....	25.00
Eleven children from West Newton,	.....	125.68
Estate of Mrs. Thomas Cole, Salem,	.....	50.00
<i>Amount carried forward,</i>	.....	\$1,840.76

<i>Amount brought forward,</i>	. . . . .	\$1,840.76
Fairbanks, Miss C. L., third contribution,	. . . . .	10.00
Farnum, Mrs. Henry, New Haven, third contribution,	. . . . .	50.00
Fay, Miss Lillie,	. . . . .	2.00
Field, Mrs. E. E. V., Milton, annual,	. . . . .	25.00
Field, Mrs. Nancy M., Monson, sixth contribution,	. . . . .	100.00
First Orthodox Congregational Church, Somerville,	. . . . .	2.42
From a friend,	. . . . .	100.00
From a friend to the little blind children,	. . . . .	80.00
Gammell, Mrs. William, Providence, second contribu-		
tion,	. . . . .	100.00
Gore Kindergarten, East Cambridge, Mrs. Berthold's,	. . . . .	5.20
Guild, Mrs. S. E., sixth contribution,	. . . . .	25.00
Hammond, Mrs. George W., annual,	. . . . .	10.00
H. C.,	. . . . .	5.00
H. H.,	. . . . .	25.00
H. H.,	. . . . .	3.00
Higginson, Frederick,	. . . . .	25.00
Houston, William C.,	. . . . .	20.00
Jackson, Mrs. J. B. S., annual,	. . . . .	5.00
Jenks, Miss C. E., eighth contribution,	. . . . .	5.00
Jordan, Mrs. Helen L.,	. . . . .	5.00
K.,	. . . . .	5.00
Kimball, Mrs. M. D., fourth contribution,	. . . . .	100.00
Kindergarten at Brighton, Mrs. Rust's,	. . . . .	2.03
Kindergarten at Hyde Park, Miss Stevens's,	. . . . .	3.00
Kindergarten at Newton Lower Falls, Mrs. Sweetser's,	. . . . .	3.59
King, George A., Washington,	. . . . .	4.00
Kramer, Henry C., third contribution,	. . . . .	20.00
Ladies of Lynn, through Mrs. Lucy B. Haven,	. . . . .	61.00
Lodge, Mrs. Anna C., fourth contribution,	. . . . .	100.00
Loring, Mrs. W. Caleb, fourth contribution,	. . . . .	50.00
Loud, Mrs. Sarah P.,	. . . . .	5.00
<i>Amount carried forward,</i>	. . . . .	\$2,842.00

<i>Amount brought forward . . . . .</i>	<i>\$2,542.00</i>
Loring, Mrs. C. T., . . . . .	.50
Lyman, Mrs. G. H., . . . . .	10.00
Lyman, Mrs. George H., . . . . .	.50
M., . . . . .	.50
Marsh, Miss Sarah L. Hingham, . . . . .	.50
Meredith, Mrs. Mary E., third contribution, . . . . .	.50
Morgan, Lewis C., Sacon, Me., third contribution, . . . . .	.50
Morse, Mrs. Leopold, third contribution, . . . . .	100.00
Munn, Dr. Francis, third contribution, . . . . .	25.00
Neal, George B., Charlestown, . . . . .	20.00
Over, Louis P., second contribution, . . . . .	10.00
Oliver, Dr. Henry J., . . . . .	100.00
Parker, Mrs. E. P., second contribution, . . . . .	100.00
Parkinson, Mrs. John, fourth contribution, . . . . .	25.00
Part proceeds of entertainment given at Beaconsfield Terraces, . . . . .	137.00
Peabody, F. H., third contribution, . . . . .	20.00
P. K., . . . . .	.50
Porteous, Mrs. John, . . . . .	.40
Porteous, Miss M. J., . . . . .	1.00
Primrose Club, Dorchester, third contribution, . . . . .	126.25
Proceeds of entertainment at Dudley street Opera House, Roxbury, through Mrs. Call, . . . . .	41.00
Proceeds of entertainment at the Norfolk House, Roxbury, . . . . .	35.00
Proceeds of fair held in Ashmont by Ethel Hutchinson, Amy Lang and Lena Nesbit, . . . . .	113.00
Proceeds of fair held in Dorchester by Florence Warner, Margaret Jackson, Ruth Hayes, Maud Withington and Martha Packard, . . . . .	50.00
Proceeds of fair held by William Swan and Gordon Rankle, . . . . .	10.12
<i>Amount carried forward, . . . . .</i>	<i>\$3,939.37</i>

*Amounts brought forward, . . . . . \$3,939.37*

Proceeds of fair held at Hull by Eleanor Devonshire and Louise Comey of Dorchester, and Nancy Noyes of Jamaica Plain, . . . . .	12.12
Proceeds of fair held in Hingham by Alice and Bessie W. Ripley, and Edith and Helen R. Burdett, . . .	20.38
Proceeds of fair held at Hull by the "Rainy Day Club," Marjorie Bouvé, Christel W. Wilkins, Edith A. Kelly, M. Alice Eaton, Marion E. and Lillian Smith, and Edith L. Caverly, . . . . .	225.00
Proceeds of Greek dance at Mrs. J. A. Beebe's, . . . . .	252.00
Putnam, Mrs. J. J., . . . . .	5.00
Robeson, William R., . . . . .	100.00
S., . . . . .	10.00
Sabine, Miss Catherine, fifth contribution, . . . . .	3.00
Schlesinger, B., third contribution, . . . . .	50.00
S., E. P., . . . . .	50.00
Shattuck, Mrs. G. C., third contribution, . . . . .	10.00
Shepard, Mrs. Emily E., Brookline, . . . . .	20.00
Shurtleff Kindergarten, through Mrs. Voorhees, . . . . .	5.00
Sohier, The Misses, . . . . .	50.00
Stewart, Mrs. Charles B., . . . . .	20.00
Sunday-school of First Church, Boston, annual, . . . . .	90.34
Stevenson, Miss A. B., . . . . .	20.00
Sunday-school class, Miss A. B. L. French's, . . . . .	5.00
Sunday-school class in Kirk street Church, Lowell, Miss Adelaide Ward's, . . . . .	4.29
Sunday-school class in Shepard Memorial Church, Cambridge, Miss Smith's, . . . . .	2.07
Sunday-school class of eight girls in Union Church, Weymouth, . . . . .	10.00
Thaw, Mrs. William, Pittsburg, Penn., . . . . .	50.00
The Ministering Ten of King's Daughters in Cam- bridge, . . . . .	20.00
<i>Amount carried forward, . . . . .</i>	<i>\$4,973.57</i>

<i>Amount brought forward,</i>	• • . . . .	\$4,973.57
Thorndike, Mrs. J. H., annual,	• • . . . .	100.00
Vose, Miss Caroline C., Milton, second contribution,	• • . . . .	10.00
Washburn, Rev. A. F., third contribution,	• • . . . .	20.00
Watson, Thomas A., East Braintree, second and third contributions,	• • . . . .	800.00
Weld, Miss Susan,	• • . . . .	100.00
White, C. J., fifth contribution,	• • . . . .	25.00
Whitney, Edward, third contribution,	• • . . . .	100.00
Whitney, Miss Sarah W., third contribution,	• • . . . .	25.00
Willard, Mrs. Ashton R.,	• • . . . .	10.00
Wood, Miss C., fourth contribution,	• • . . . .	5.00
		—————
		\$6,168.57
The Mrs. Warren B. Potter fund,	• • . . . .	20,000.00

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#### CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Aid Society, Miss Olga E. Gardner, treasurer <i>pro tem.</i> ,	• • . . . .	\$1,479.50
Cambridge Branch, through Mrs. E. C. Agassiz,	• • . . . .	400.00
Dorchester Branch, through Mrs. Elizabeth S. Whitten,	• • . . . .	80.00
Baker, Mrs. Richard, annual,	• • . . . .	50.00
Brown, Miss H. Louise, annual,	• • . . . .	5.00
Children of Miss Sampson's private school, Charlestown,	• • . . . .	6.00
Coolidge, Mrs. J. T., annual,	• • . . . .	10.00
D., L. W., and M. M. D., annual,	• • . . . .	50.00
First Congregational Unitarian Society, New Bedford,	• • . . . .	50.00
		—————
<i>Amount carried forward,</i>	• • . . . .	\$2,130.50

<i>Amount brought forward,</i>	<b>\$2,130.50</b>
Iasigi, Miss Mary V., annual,	15.00
Lowell, Miss G., annual,	10.00
Lowell, Miss Lucy, annual,	10.00
Meyer, Mrs. George von L., annual,	50.00
Montgomery, William, annual,	15.00
Motley, Mrs. E. Preble,	10.00
Thorndike, Mrs. J. H., annual,	10.00
Wales, Miss M. A., annual,	25.00
Warren, Mrs. J. Sullivan, annual,	20.00
Whitehead, Miss Mary, annual,	10.00
Whitwell, S. H., annual,	25.00
Whitwell, Miss S. L., annual,	25.00
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	<b>\$2,355.50</b>

## FOR THE NEW BUILDING.

A. B., fourth contribution,	<b>\$100.00</b>
A friend,	<b>1,000.00</b>
A friend of the little blind children, additional,	20.00
A friend, through A. F. Whiting,	25.00
Amadon, Charles,	1.55
Andrew, Mrs. Emily H., Montana,	10.00
Antonio and Lawrence, Hartford, Conn.,	.50
Appleton, Mrs. William, ninth contribution,	1,000.00
Bigelow, Mrs. Caroline T., second contribution,	100.00
Boston,	1,000.00
Brackett, Miss Mary, Quincy,	20.00
Brooks, Mrs. F. A., third contribution,	100.00
Burnham, Mrs. John A., second contribution,	100.00
Carter, John W.,	25.00
	<hr/>
<i>Amount carried forward,</i>	<b>\$3,502.05</b>

<i>Amount brought forward,</i>	<b>\$3,502.05</b>
Cary, Miss Anne P., fourth contribution, . . . . .	1,500.00
Chapin, Mrs. A. M., Milford, second contribution, . . . . .	5.00
Chickering, Mrs. S. G., . . . . .	1.00
Chickering, Mrs. S. M., Joy Mills, Pa., fourth contribution, . . . . .	50.00
Children of the Baptist Church, Jamaica Plain, . . . . .	4.03
Cook, Mrs. Charles T., Detroit, Mich., . . . . .	50.00
Cushing, Thomas, second contribution, . . . . .	1.00
Dunklee, Mrs. John W., . . . . .	50.00
Durant, William, third contribution, . . . . .	20.00
Egbert, Willie, Marblehead, third contribution, . . . . .	10.00
Eliot, Dr. Samuel, sixth contribution, . . . . .	100.00
Entertainment at Fauntleroy Hall by Ethel Howard and others, . . . . .	64.50
Fair held by little girls at 28 Mt. Vernon street, . . . . .	75.00
Fair held by children at Mrs. D. McIntosh's, Jamaica Plain, . . . . .	31.45
Faulkner, Miss, . . . . .	500.00
Fay, Mrs. Dudley B., . . . . .	25.00
Ferris, Mrs. M. C., Brookline, second contribution, . . . . .	200.00
Ferris, Miss E. M., Brookline, . . . . .	100.00
Foote, Miss Mary B., Cambridge, . . . . .	5.00
Friend, A. B. M., second contribution, . . . . .	1,000.00
Friend, S. M. F., second contribution, . . . . .	1,000.00
From a friend, . . . . .	500.00
Fry, Mrs. Charles, second contribution, . . . . .	100.00
Glover, Joseph B., Albert, and the Misses Glover, annual, . . . . .	600.00
Goodnow, Mrs. Lucie M., Cambridge, second contribution, . . . . .	25.00
Gunnison, The Misses, . . . . .	4.00
Hayes's School, Mrs. S. H., second contribution, . . . . .	310.00
<i>Amount carried forward,</i>	<b>\$9,833.03</b>

*Amount brought forward, . . . . . \$9,833.03*

Hogg, Mrs. John,	25.00
Howland, Mrs. O. O.,	25.00
Hutchins, Mrs. Constantine F., fourth contribution,	20.00
Kent, Mrs. Helena M., second contribution,	100.00
Kidder, Mrs. H. P., second contribution,	50.00
Kindergarten at Berkeley Temple, ten children,	.10
Kindergarten at Cambridgeport, Mrs. Voorhees's,	5.00
Kindergarten School, Walpole street, Miss Carr's,	7.50
King's Daughters at Newton,	111.00
King's Daughters of the Trinitarian Church, Concord,	10.00
Lang, Mrs. B. J., second contribution,	20.00
Lee, Mr. and Mrs. George C.,	500.00
Lee, Col. Henry,	1,000.00
Levin, Bernard,	.75
Little children of Miss A. L. Partridge's school, Augusta, Maine, second contribution,	53.00
Little folks of Miss H. H. Sampson's school, Charles- town, twelfth contribution,	8.00
Mackay, Mrs. Frances M., Cambridge, third contribu- tion,	50.00
Mason, Miss Ida M., sixth contribution,	1,000.00
Morse, Miss Margaret F., third contribution,	5.00
Motley, Edward, fourth contribution,	100.00
Newell, Mrs. M. Abbie, fifth contribution,	50.00
Nickerson, Andrew, second contribution,	25.00
Peabody, Rev. Dr. A. P.,	250.00
Peters, Edward D., fifth contribution,	55.00
Phinney, Mrs. W. D., Brookline,	5.00
Pope, Drs. C. A. and E. F.,	10.00
Powars, Mary A.,	25.00
Primary class in Day street Church,	2.75
Proceeds of Helen Keller's "Tea,"	1,156.00

*Amount carried forward, . . . . . \$14,502.13*

<i>Amount brought forward,</i>	<b>\$14,502.13</b>
Proceeds of Doll Show, . . . . .	<b>277.66</b>
Proceeds of fair held in Milton by the "Junior Ten" of the Lend a Hand Club at the home of Edith S. Tilden, . . . . .	<b>315.00</b>
Proceeds of entertainments, February 22, by pupils of Perkins Institution, . . . . .	<b>161.06</b>
Quincy, George Henry, third contribution, . . . . .	<b>25.00</b>
Richardson, Mrs. T. O., fifth contribution, . . . . .	<b>200.00</b>
R., S. W., . . . . .	<b>25.00</b>
Saltonstall, Henry, second contribution, . . . . .	<b>1,000.00</b>
Saltonstall, Mrs. Leverett, third contribution, . . . . .	<b>100.00</b>
Sampson, George, second contribution, . . . . .	<b>25.00</b>
Sears, David, . . . . .	<b>250.00</b>
Shaw, H. R., . . . . .	<b>5.00</b>
Shuman, Mrs. A., . . . . .	<b>5.00</b>
Slafter, Rev. Dr. Edmund F., <i>almoner</i> of L. A. Adams,	<b>500.00</b>
Sunday-school class in Congregational Church, Con- cord, N.H., . . . . .	<b>9.01</b>
Sunday-school class in Eliot Church, Roxbury, . . . . .	<b>3.86</b>
Sunday-school class in Immanuel Church, Roxbury, . . . . .	<b>5.00</b>
Sunday-school primary department of Washington street Church, Beverly, . . . . .	<b>5.25</b>
Thayer, Mrs. Nathaniel, Sr., fourth contribution, . . . . .	<b>1,000.00</b>
T., A. P., . . . . .	<b>10.00</b>
Thomas, Edith, . . . . .	<b>5.00</b>
Through Mrs. Thomas Mack, . . . . .	<b>2.50</b>
Through Lindanna Maxfield, . . . . .	<b>11.35</b>
Tower, Col. W. A., . . . . .	<b>100.00</b>
Tuckerman, Mrs. C. S., . . . . .	<b>25.00</b>
Upham, Mrs. George P., . . . . .	<b>500.00</b>
Wales, George W., annual, . . . . .	<b>100.00</b>
Walsh, Fred. V., second contribution, . . . . .	<b>2.00</b>
<i>Amount carried forward,</i>	<b>\$19,169.82</b>

<i>Amount brought forward,</i>	• . . . .	\$19,169.82
W., L. H.,	• . . . .	50.00
W., S. L.,	• . . . .	100.00
Whitehead, Miss Mary,	• . . . .	5.00
		<hr/>
		\$19,324.82

The trustees earnestly appeal to the public for further contributions to the amount of \$21,500, which is still lacking to complete the building fund.

*All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, Treasurer.

NO. 53 STATE STREET (ROOM 840), BOSTON.

**DONATIONS AND SUBSCRIPTIONS FOR TOMMY  
STRINGER.**

<b>A friend,</b>	<b>\$1.00</b>
<b>Anonymous,</b>	<b>10.00</b>
<b>Apple, Mrs.,</b>	<b>5.00</b>
<b>Bartlett, Miss Mary F.,</b>	<b>10.00</b>
<b>Baylies, Mrs. Charlotte W.,</b>	<b>10.00</b>
<b>Brown, Mrs. J. Conklin,</b>	<b>10.00</b>
<b>Brown, Warren,</b>	<b>1.00</b>
<b>Bugbee, Harry H., per Mrs. Charles Chapin,</b>	<b>1.00</b>
<b>Children of Mrs. John C. Phillips,</b>	<b>20.00</b>
<b>Children of the Cook School,</b>	<b>1.94</b>
<b>Children of the Cottage Place Kindergarten,</b>	<b>.50</b>
<b>Children of the Florence Kindergarten,</b>	<b>13.17</b>
<b>Corey, J. B.,</b>	<b>5.00</b>
<b>Cowing, Miss Grace, and mother,</b>	<b>25.00</b>
<b>"Dear Cornerers" of the Congregationalist,</b>	<b>30.00</b>
<b>Dickson, Mrs. Sarah M.,</b>	<b>5.20</b>
<b>Eastman, Misses,</b>	<b>10.00</b>
<b>"F.,"</b>	<b>200.00</b>
<b>Fay, Mrs. Joseph S., Jr.,</b>	<b>25.00</b>
<b>Fay, Miss Sarah M.,</b>	<b>25.00</b>
<b>Fernald, Lenora W., in memory of Fannie A. Mc-</b>	
<b>Mullin,</b>	<b>10.00</b>
<b>Forbes, Mrs. John M.,</b>	<b>10.00</b>
<b>Four little girls, Walla Walla, Washington,</b>	<b>26.00</b>
<b>Friend "E.,"</b>	<b>5.00</b>
<b>From an "old lady,"</b>	<b>1.00</b>
 <i>Amount carried forward.</i>	 <b>\$460.81</b>

<i>Amount brought forward,</i>	\$460.81
From Elsie Williams, Edna Gill, Caroline Rogerson, Charles M. Rogerson, . . . . .	4.00
From the Child's Hour fund, sent by "Dewdrops," Royalston, Mass., . . . . .	.76
Gift, . . . . .	.06
Howe, Mrs. Henry M., . . . . .	10.00
Ives, L. T., . . . . .	5.00
Jones, Miss E. M., . . . . .	5.00
Jones, Winifred C., per Mr. Martin, . . . . .	1.00
Junior Children's Aid Society, Washington, Pa., per Annie L. Harding, . . . . .	170.00
Junior department of Park Avenue Congregational Sunday-school, Minneapolis, . . . . .	5.00
Keller, Helen, . . . . .	5.00
Kindergarten of Miss Stevens, Hyde Park, Mass., .	8.00
Lend-a-Hand Society of the First Congregational Church, Ipswich, . . . . .	3.00
Lesley, Mrs. J. P., . . . . .	10.00
Lewisson, Sarah, . . . . .	20.00
Lewisson, Sarah McCalmont, . . . . .	20.00
Lodge, Mrs. John E., . . . . .	50.00
Maddox, Irene and Fred, . . . . .	1.00
Marshall, John, . . . . .	1.00
Matthews, Mrs. A. B., . . . . .	50.00
Matthews, Alice, . . . . .	10.00
Matthews, Annie B., . . . . .	10.00
McGonnagle, Robert D., . . . . .	5.00
Merritt, E. P., . . . . .	25.00
Miscellaneous gifts at Ladies' Reception, April 21, .	6.00
Muldoon, Sophia, . . . . .	5.00
Newell, Mrs. M. Abbie, . . . . .	75.00
Parker, Thomas R., annual, . . . . .	1.00
<i>Amount carried forward,</i>	<hr/> \$966.63

<i>Amount brought forward,</i>	• • • • .	<b>\$966.63</b>
Peyraud, Mademoiselle, annual,	• • • • .	<b>1.00</b>
Primary class, Walnut Avenue Congregational Church, Roxbury,	• • • • .	<b>5.00</b>
Primary department of First Congregational Church of Chelsea, per Mrs. Otis Atwood,	• • • • .	<b>4.04</b>
Primary department of Immanuel Sunday-school, Roxbury,	• • • • .	<b>5.00</b>
Pupils of the kindergarten of Misses Garland and Weston,	• • • • .	<b>17.00</b>
Rust, Mrs. W. A.,	• • • • .	<b>5.00</b>
Saltonstall, Rosamond and John, annual,	• • • • .	<b>20.00</b>
Six little girls in Keene, N.H., through Rev. Charles B. Elder,	• • • • .	<b>62.26</b>
Slafter, Rev. Edmund F.,	• • • • .	<b>50.00</b>
Sunday-school class, Florence, Mass., through Miss Blanche M. Smith,	• • • • .	<b>3.25</b>
Thacher, Miss Elisabeth B.,	• • • • .	<b>12.00</b>
Through A. I. Root, editor of <i>Gleanings in Bee Culture</i> ,	• • • • .	<b>18.90</b>
Through <i>Forest and Stream</i> Publishing Company, } sent by Mrs. E. A. Walter, • • • • .	<b>\$10.00</b>	
Mrs. A. J. Wallace, • • • .	<b>5.00</b>	
"Mount Royal," • • • .	<b>2.00</b>	
H. B. Donovan, • • • .	<b>2.00</b>	
W. Wade, • • • .	<b>1.00</b>	
Through Miss Annie S. Harlow, • • • • .		<b>12.75</b>
Through Miss Lucy Wheelock, • • • • .		<b>4.60</b>
Through the <i>Montreal Witness</i> , • • • • .		<b>55.08</b>
Trowbridge, Miss Elizabeth D., • • • • .		<b>3.00</b>
Two little girls of Hingham, Lila Ufford and Alice Lincoln, • • • • .		<b>5.25</b>
Union Sabbath-school of Harmon, Ill., through Mrs. E. E. Ross, • • • • .		<b>2.75</b>
<i>Amount carried forward,</i>	• • • • .	<b>\$1,273.51</b>

*Amount brought forward, . . . . . \$1,273.51*

Wales, Mr. and Mrs. George W., . . . . .	25.00
Warren, Philips H., . . . . .	2.15
Wheeler, Mrs. Nathaniel, . . . . .	5.00
Wheelock, Miss Lucy, . . . . .	10.00
Wild, Paul R., . . . . .	1.00
Verxa, Marion, . . . . .	2.00
Young, Miss Lucy F., and the Unitarian Sunday-school, Groton, . . . . .	10.00
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	\$1,328.66

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.

The Jamaica Plain electric-cars pass within ten rods of the buildings.

## LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR  
THE BLIND, BOSTON, 1892.

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" Fourth " . . . . .	1	.40
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"    "    "    5, . . . . .	1	1.25
"    "    "    6, . . . . .	1	1.25
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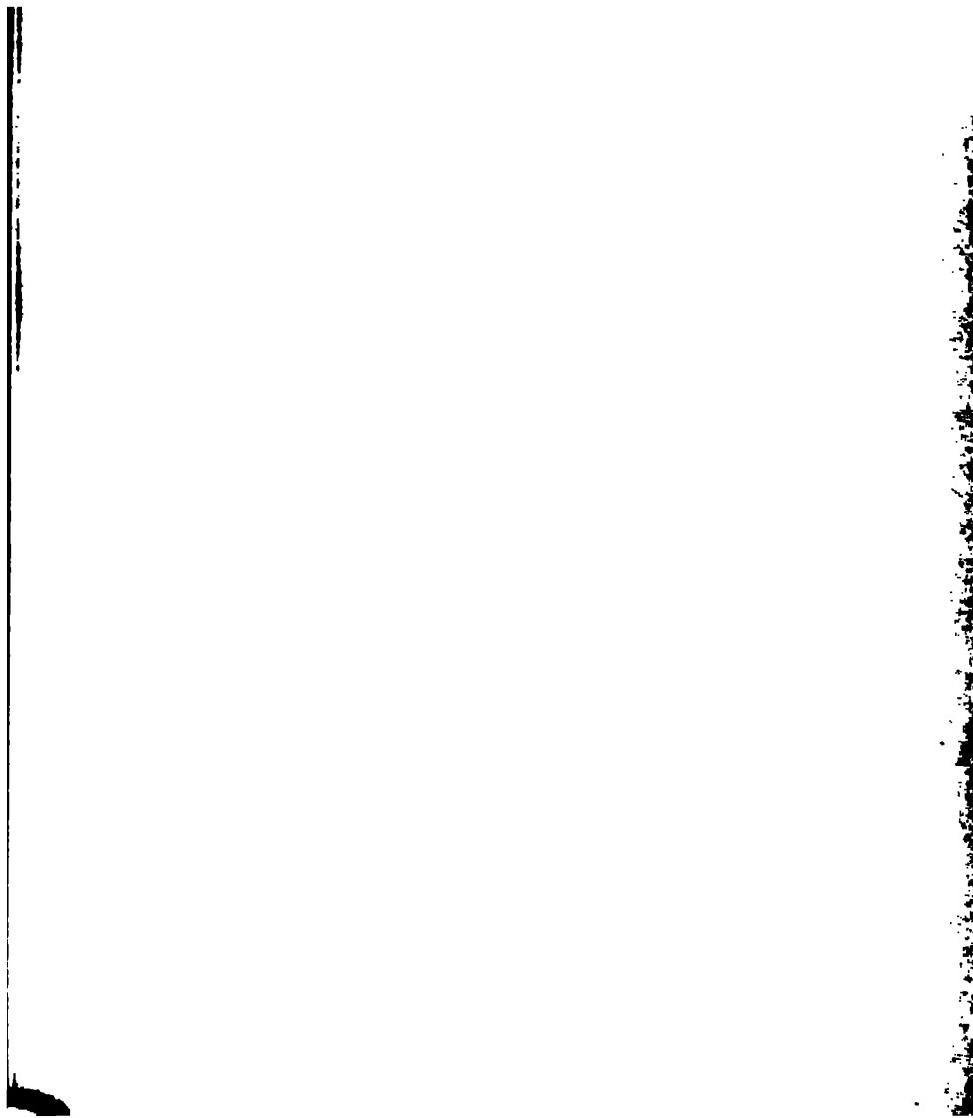
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OF

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OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1893

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BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

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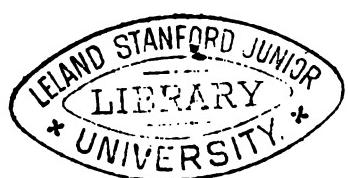
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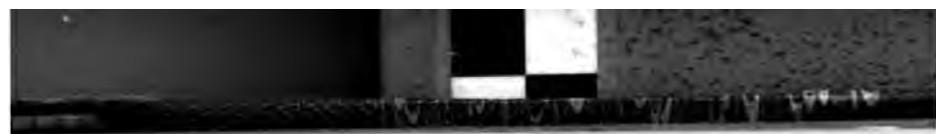


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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Oct. 16, 1893.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-second annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

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Baker, Miss M. K., Boston.	Black, George N., Boston.
Baker, Mrs. Richard, Jr., Boston.	Blake, Mrs. George B., Boston.
Balch, F. V., Boston.	Blanchard, G. D. B., Malden.
Baldwin, Simeon E., New Haven, Conn.	Boardman, Miss Cornelia B., Boston.
Baldwin, William H., Boston.	Bourn, Hon. A. O., Bristol, R.I.
Balfour, Miss Mary D., Charlestown.	Bouvé, Thomas T., Boston.
Ballard, Miss E., Boston.	Bowditch, Dr. H. P., Jamaica Plain.
Barbour, E. D., Boston.	Bowditch, Mrs. J. I., Boston.
Barrett, William E., Boston.	Bowker, Charles F., Boston.
Barrows, Rev. S. J., Dorchester.	Boyden, Mrs. Charles, Boston.
	Brackett, Mrs. Henry, Boston.
	Brackett, Miss Nancy, Boston.
	Bradlee, F. H., Boston.

- Bradlee, Miss Helen C., Boston.  
 Brimmer, Hon. Martin, Boston.  
 Brimmer, Mrs. Martin, Boston.  
 Brooke, Rev. Stopford W., Boston.  
 Brooks, Edward, Hyde Park.  
 Brooks, Rev. Geo. W., Dorchester.  
 Brooks, Peter C., Boston.  
 Brooks, Mrs. Peter C., Boston.  
 Brooks, Shepherd, Boston.  
 Brown, B. F., Boston.  
 Brown, Miss H. Louisa, Boston.  
 Brown, Mrs. John C., Providence.  
 Browne, A. Parker, Boston.  
 Browne, Miss H. T., Boston.  
 Bullard, William S., Boston.  
 Bullard, Mrs. William S., Boston.  
 Bullock, Miss Julia, Providence.  
 Bumstead, Mrs. Freeman J., Cambridge.  
 Bundy, James J., Providence.  
 Burgess, Mrs. S. K., Brookline.  
 Burnett, Joseph, Boston.  
 Burnham, Mrs. John A., Boston.  
 Burnham, Miss Julia E., Lowell.  
 Burnham, William A., Boston.  
 Burton, J. W., M.D., Flushing, N.Y.  
 Cabot, Mrs. S., Brookline.  
 Cabot, Walter C., Boston.  
 Callahan, Miss Mary G., South Boston.  
 Callender, Walter, Providence.  
 Carey, The Misses, Cambridge.  
 Carpenter, Charles E., Providence.  
 Carter, John W., West Newton.  
 Carter, Mrs. John W., West Newton.  
 Cary, Miss A. P., Boston.  
 Cary, Miss Ellen G., Boston.  
 Cary, Mrs. Richard, Boston.  
 Case, Mrs. Laura L., Boston.  
 Cass, Mrs. D. S., Boston.  
 Center, Joseph H., Boston.  
 Chace, James H., Valley Falls, R.I.  
 Chace, Hon. Jonathan, Valley Falls, R.I.  
 Chadwick, Mrs. C. C., Boston.  
 Chamberlin, Joseph Edgar, Boston.  
 Chamberlin, E. D., Boston.  
 Chapin, E. P., Providence.  
 Charles, Mrs. Mary C., Melrose.  
 Cheever, Miss A. M., Boston.  
 Cheever, Dr. David W., Boston.  
 Cheever, Miss M. E., Boston.  
 Cheney, Benjamin P., Boston.  
 Chickering, George H., Boston.  
 Chickering, Mrs. Sarah M.. Joy Mills, Pa.  
 Clafin, Hon. Wm., Boston.  
 Clark, Mrs. Joseph W., Boston.  
 Clark, Miss S. W., Beverly.  
 Clarke, Mrs. Jas. Freeman, Boston.  
 Clarke, James W., Boston.  
 Clement, Edward H., Boston.  
 Coates, James, Providence.  
 Cobb, Mrs. Freeman, Boston.  
 Cobb, Samuel T., Boston.  
 Cochrane, Alexander, Boston.  
 Coffin, Mrs. W. E., Boston.  
 Colt, Samuel P., Bristol, R.I.  
 Comstock, Andrew, Providence.  
 Cook, Charles T., Detroit, Mich.  
 Cook, Mrs. Charles T., Detroit, Mich.  
 Coolidge, Dr. A., Boston.  
 Coolidge, J. Randolph, Boston.  
 Coolidge, Mrs. J. R., Boston.  
 Coolidge, John T., Boston.  
 Coolidge, Mrs. John T., Boston.  
 Coolidge, Mrs. J. Templeman, Boston.  
 Coolidge, T. Jefferson, Boston.  
 Cotting, C. U., Boston.  
 Cowing, Miss Grace G., Roxbury.  
 Cowing, Mrs. Martha W., West Roxbury.  
 Crafts, Mrs. J. M., Boston.  
 Crane, Mrs. Zenas M., Dalton.  
 Crocker, U. H., Boston.  
 Croft, Mrs. Carrie A., Boston.  
 Crosby, Joseph B., Boston.  
 Crosby, Sumner, Brookline.

- Crosby, William S., Brookline.  
 Cruft, Miss Harriet O., Boston.  
 Cummings, Mrs. Annie L., Port-  
 land, Me.  
 Cummings, Charles A., Boston.  
 Cummings, Hon. John, Woburn.  
 Cunniff, Hon. M. M., Boston.  
 Curtis, C. A., Boston.  
 Curtis, Greeley S., Boston.  
 Curtis, Mrs. Greeley S., Boston.  
 Curtis, Mrs. Mary S., Boston.  
 Cushing, Thomas, Boston.  
 Dabney, Mrs. Lewis S., Boston.  
 Dalton, C. H., Boston.  
 Dalton, Mrs. C. H., Boston.  
 Dana, Mrs. Samuel B., Boston.  
 Darling, Cortes A., Providence, R.I.  
 Darling, Hon. L. B., Pawtucket,  
     R.I.  
 Davis, Miss A. W., Boston.  
 Davis, Mrs. Edward L., Boston.  
 Day, Daniel E., Providence, R.I.  
 Dean, Hon. Benjamin, South Bos-  
     ton.  
 Derby, Miss Lucy, Boston.  
 Dexter, Mrs. F. G., Boston.  
 Dillaway, W. E. L., Boston.  
 Dinsmoor, George R., Keene, N.H.  
 Ditson, Mrs. Oliver, Boston.  
 Doliber, Thomas, Boston.  
 Dow, Miss Jane F., Milton.  
 Dow, Mrs. Moses A., Brookline.  
 Dunklee, Mrs. John W., Boston.  
 Durant, William, Boston.  
 Dutton, Miss Lydia W., Boston.  
 Dutton, Miss Mary M., Boston.  
 Earle, Mrs. T. K., Boston.  
 Eaton, W. S., Boston.  
 Eliot, Rev. Christopher R., Dor-  
     chester.  
 Eliot, Dr. Samuel, Boston.  
 Elliott, Mrs. Maud Howe, Boston.  
 Ellis, Rev. George E., D.D., Bos-  
     ton.  
 Ellis, George H., Boston.  
 Emery, Francis F., Boston.  
 Emmons, J. L., Boston.  
 Endicott, Henry, Boston.  
 Endicott, Miss Mary E., Beverly.  
 Endicott, William, Jr., Boston.  
 Ernst, C. W., Boston.  
 Evans, Mrs. Glendower, Boston.  
 Everett, Mrs. Emily, Cambridge.  
 Fairbanks, Miss C. L., Boston.  
 Farlow, George A., Boston.  
 Farnam, Mrs. Ann S., New Haven.  
 Faulkner, Mrs. Charles, Boston.  
 Faulkner, Miss, Boston.  
 Faulkner, Miss Fannie M., Boston.  
 Fay, Mrs. Dudley B., Boston.  
 Fay, H. H., Boston.  
 Fay, Mrs. H. H., Boston.  
 Fay, Mrs. Joseph S., Jr., Boston.  
 Fay, Miss Sarah B., Boston.  
 Fay, Miss S. M., Boston.  
 Ferguson, Mrs. C. H., Dorchester.  
 Ferris, Miss E. M., Brookline.  
 Ferris, Mrs. Mary E., Brookline.  
 Field, Mrs. E. E. V., Milton.  
 Field, Mrs. Nancy M., Monson.  
 Fields, Mrs. James T., Boston.  
 Fiske, Mrs. Joseph N., Boston.  
 Fitz, Mrs. W. Scott, Boston.  
 Folsom, Charles F., M.D., Boston.  
 Foote, Miss M. B., Cambridge.  
 Forbes, John M., Milton.  
 Foster, Miss C. P., Cambridge.  
 Foster, Mrs. Emily Wells, Hart-  
     ford, Conn.  
 Foster, Francis C., Cambridge.  
 Foster, Mrs. Francis C., Cam-  
     bridge.  
 Foster, John, Boston.  
 Freeman, Miss Harriet E., Boston.  
 French, Jonathan, Boston.  
 Frothingham, Miss Ellen, Boston.  
 Frothingham, Rev. Octavius B.,  
     Boston.  
 Fry, Mrs. Charles, Boston.  
 Fuller, Mrs. Caroline A., West  
     Hingham.  
 Gasfield, Thomas, Boston.

- Galloupe, C. W., Boston.  
 Gammans, Hon. George H., Charlestown.  
 Gammell, Mrs. Wm., Providence.  
 Gardiner, Charles P., Boston.  
 Gardner, George A., Boston.  
 Gardner, Mrs. John L., Boston.  
 George, Charles H., Providence.  
 Gilbert, C. C., Boston.  
 Gill, Mrs. Francis A., Boston.  
 Glidden, W. T., Boston.  
 Glover, Albert, Boston.  
 Glover, Miss Caroline L., Boston.  
 Glover, Joseph B., Boston.  
 Goddard, Miss Matilda, Boston.  
 Goddard, William, Providence.  
 Goff, Darius L., Pawtucket, R.I.  
 Goff, Lyman B., Pawtucket, R.I.  
 Goldthwait, Mrs. John, Chestnut Hill.  
 Gooding, Rev. Alfred, Portsmouth, N.H.  
 Goodman, Richard, Lenox.  
 Goodnow, Mrs. Lucie M., Cambridge.  
 Goodwin, Miss A. M., Cambridge.  
 Gray, Mrs. Ellen, New York City.  
 Green, Charles, Boston.  
 Greenleaf, Mrs. James, Cambridge.  
 Griffin, S. B., Springfield.  
 Grover, William O., Boston.  
 Grover, Mrs. William O., Boston.  
 Guild, Mrs. S. E., Boston.  
 Hale, Rev. Edward E., Boston.  
 Hale, George S., Boston.  
 Hall, Mrs. Florence Howe, Plainfield, N.J.  
 Hall, Miss L. E., Hanover.  
 Hall, Mrs. L. M., Boston.  
 Hall, Miss Minna B., Longwood.  
 Hall, Mrs. Martin L., Boston.  
 Hammond, Mrs. Gardiner G., Jr., Boston.  
 Hammond, Mrs. George W., Boston.  
 Hanscom, Dr. Sanford, Somerville.  
 Harwood, George S., Boston.  
 Haskell, Edwin B., Auburndale.  
 Haskell, Mrs. Edwin B., Auburndale.  
 Haven, Miss Eliza A., Portsmouth, N.H.  
 Haven, Mrs. Lucy B., Lynn.  
 Hayden, Mrs. Isaac, Roxbury.  
 Hayward, Hon. Wm. S., Providence.  
 Hazard, Rowland, Providence.  
 Head, Charles, Boston.  
 Head, Mrs. Charles, Boston.  
 Heard, J. T., M.D., Boston.  
 Hearst, Mrs. Phebe A., San Francisco, Cal.  
 Hemenway, Mrs. Charles P., Boston.  
 Hemenway, Mrs. Mary, Boston.  
 Henshaw, Mrs. Harriet A., Boston.  
 Herford, Rev. Brooke, England.  
 Hersey, Charles H., Boston.  
 Higginson, Frederick, Brookline.  
 Higginson, Henry Lee, Boston.  
 Higginson, Mrs. Henry Lee, Boston.  
 Higginson, Waldo, Boston.  
 Hill, Dr. A. S., Somerville.  
 Hill, Hon. Hamilton A., Boston.  
 Hill, J. E. R., Boston.  
 Hill, Mrs. T. J., Providence.  
 Hodges, Dr. R. M., Boston.  
 Hodgkins, Frank E., Somerville.  
 Hodgkins, William A., Somerville.  
 Hogg, John, Boston.  
 Hogg, Mrs. John, Boston.  
 Hollis, Mrs. S. J., Lynn.  
 Holmes, Charles W., Stanstead, Canada.  
 Holmes, John H., Boston.  
 Hooper, E. W., Boston.  
 Hooper, Mrs. R. C., Boston.  
 Horton, Mrs. William H., Boston.  
 Hovey, William A., Boston.  
 Howard, Hon. A. C., Boston.  
 Howard, Mrs. Chas. W., California.

- Howard, Hon. Henry, Providence.  
 Howe, Henry Marion, Boston.  
 Howe, Mrs. Julia Ward, Boston.  
 Howe, Mrs. Virginia A., Boston.  
 Howland, Mrs. O. O., Boston.  
 Houghton, Hon. H. O., Cambridge.  
 Humphrey, Benjamin, Boston.  
 Hunnewell, Miss Charlotte, Boston.  
 Hunnewell, Francis W., Boston.  
 Hunnewell, H. H., Boston.  
 Hunnewell, Mrs. H. S., Boston.  
 Hutchins, Mrs. Constantine F., Boston.  
 Iasigi, Miss Mary V., Boston.  
 Ingraham, Mrs. E. T., Wellesley.  
 Jackson, Charles C., Boston.  
 Jackson, Edward, Boston.  
 Jackson, Mrs. Dr. J. A., Manchester, N.H.  
 Jackson, Mrs. J. B. S., Boston.  
 Jackson, Patrick T., Cambridge.  
 James, Mrs. Clitheroe Dean, Brookline.  
 James, Mrs. Julia B. H., Boston.  
 Jenks, Miss C. E., Boston.  
 Johnson, Samuel, Boston.  
 Jones, Mrs. Edward C., New Bedford.  
 Jones, Miss Ellen M., Boston.  
 Jordan, Mrs. E. D., Boston.  
 Joy, Mrs. Charles H., Boston.  
 Kasson, Rev. F. H., Boston.  
 Kellogg, Mrs. Eva D., Boston.  
 Kendall, C. S., Boston.  
 Kendall, Miss H. W., Boston.  
 Kennard, Martin P., Brookline.  
 Kent, Mrs. Helena M., Boston.  
 Kidder, Mrs. Henry P., Boston.  
 Kilmer, Frederick M., Somerville.  
 Kimball, Mrs. David P., Boston.  
 Kimball, Edward P., Malden.  
 Kimball, Mrs. M. Day, Boston.  
 Knapp, George B., Boston.  
 Knowlton, Daniel S., Boston.  
 Kramer, Henry C., Boston.  
 Lamb, Mrs. Annie L., Boston.  
 Lamson, Miss C. W., Dedham.  
 Lang, B. J., Boston.  
 Lang, Mrs. B. J., Boston.  
 Lawrence, James, Groton.  
 Lawrence, Mrs. James, Groton.  
 Lawrence, Rt. Rev. Wm., Cambridge.  
 Lee, George C., Boston.  
 Lee, Mrs. George C., Boston.  
 Lee, Henry, Boston.  
 Lily, Mrs. Amy H., London, Eng.  
 Lincoln, L. J. B., Hingham.  
 Linzee, J. T., Boston.  
 Linzee, Miss Susan I., Boston.  
 Littell, Miss S. G., Brookline.  
 Lodge, Mrs. Anna C., Boston.  
 Lodge, Henry C., Boston.  
 Longfellow, Miss Alice M., Cambridge.  
 Lord, Rev. A. M., Providence, R.I.  
 Loring, Mrs. W. Caleb, Boston.  
 Lothrop, John, Auburndale.  
 Lothrop, Mrs. Thornton K., Boston.  
 Lovering, Mrs. Charles T., Boston.  
 Lovett, George L., Boston.  
 Lowell, Abbott Lawrence, Boston.  
 Lowell, Miss Amy, Boston.  
 Lowell, Augustus, Boston.  
 Lowell, Miss A. C., Boston.  
 Lowell, Francis C., Boston.  
 Lowell, Mrs. George G., Boston.  
 Lowell, Miss Georgina, Boston.  
 Lowell, Mrs. John, Boston.  
 Lowell, Miss Lucy, Boston.  
 Luce, Matthew, Boston.  
 Lyman, Arthur T., Boston.  
 Lyman, J. P., Boston.  
 Lyman, Theodore, Brookline.  
 McAuslan, John, Providence.  
 McCloy, J. A., Providence.  
 Mack, Thomas, Boston.  
 Mackay, Mrs. Frances M., Cambridge.  
 Manning, Mrs. Mary W., Brooklyn, N.Y.

- Marcy, Fred. I., Providence.
- Marrett, Miss Helen M., Standish, Me.
- Marsh, Miss Sarah L., Hingham.
- Marston, S. W., Boston.
- Marvin, Mrs. E. C., Boston.
- Mason, Miss E. F., Boston.
- Mason, Miss Ida M., Boston.
- Mason, I. B., Providence.
- Matchett, Mrs. W. F., Boston.
- Matthews, Mrs. A. B., Boston.
- Matthews, Miss Alice, Boston.
- Matthews, Miss Annie B., Boston.
- May, F. W. G., Dorchester.
- Means, Rev. J. H., D.D., Dorchester.
- Merriam, Charles, Boston.
- Merriam, Mrs. Charles, Boston.
- Merriam, Mrs. D., Boston.
- Merritt, Edward P., Boston.
- Metcalf, Jesse, Providence.
- Meyer, Mrs. George von L., Boston.
- Minot, Mrs. Charles H., Boston.
- Minot, Francis, M.D., Boston.
- Minot, J. Grafton, Boston.
- Minot, The Misses, Boston.
- Mixter, Miss Madeleine C., Boston.
- Montgomery, William, Boston.
- Morgan, Eustis P., Saco, Me.
- Morgan, Mrs. Eustis P., Saco, Me.
- Morison, Mrs. Emily M., Boston.
- Morrill, Charles J., Boston.
- Morse, Mrs. Leopold, Boston.
- Morse, Miss Margaret F., Jamaica Plain.
- Morss, A. S., Charlestown.
- Morton, Edwin, Boston.
- Motley, Mrs. E. Preble, Boston.
- Moulton, Miss Maria C., Boston.
- Neal, George B., Charlestown.
- Nevins, David, Boston.
- Newell, Mrs. M. Abbie, Boston.
- Nichols, Mrs. Frederick S., Boston.
- Nichols, J. Howard, Boston.
- Nickerson, Andrew, Boston.
- Nickerson, George, Jamaica Plain.
- Nickerson, Miss Priscilla, Boston.
- Nickerson, S. D., Boston.
- Norcross, Grenville H., Boston.
- Norcross, Miss Laura, Boston.
- Norcross, Mrs. Otis, Jr., Boston.
- Noyes, Hon. Charles J., Boston.
- Ober, Louis P., Boston.
- Oliver, Dr. Henry K., Boston.
- Osborn, John T., Boston.
- Osgood, John Felt, Boston.
- Paine, Mrs. Julia B., Boston.
- Paine, Robert Treat, Boston.
- Paine, Mrs. Robert Treat, Boston.
- Palfrey, Mrs. Francis W., Boston.
- Palfrey, J. C., Boston.
- Palmer, John S., Providence.
- Parker, Mrs. E. P., Boston.
- Parker, E. Francis, Boston.
- Parker, Richard T., Boston.
- Parkinson, John, Boston.
- Parkinson, Mrs. John, Boston.
- Parkman, George F., Boston.
- Parkman, John, Boston.
- Payson, S. R., Boston.
- Peabody, Rev. Endicott, Groton.
- Peabody, F. H., Boston.
- Peabody, Frederick W., Boston.
- Peabody, O. W., Milton.
- Peabody, Mrs. Robert S., Brookline.
- Peabody, S. E., Boston.
- Perkins, Charles Bruen, Boston.
- Perkins, Mrs. C. E., Boston.
- Perkins, Edward N., Jamaica Plain.
- Peters, Edward D., Boston.
- Phillips, Mrs. John C., Boston.
- Pickering, Mrs. Edward, Boston.
- Pickman, Mrs. D. L., Boston.
- Pickman, Mrs. W. D., Boston.
- Pierce, Hon. H. L., Boston.
- Pierce, Mrs. M. V., Milton.
- Pierson, Mrs. Mary E., Windsor, Conn.

- Pope, Mrs. A. A., Boston.  
 Potter, Isaac M., Providence.  
 Potter, Mrs. Warren B., Boston.  
 Powars, Miss Mary A., Boston.  
 Pratt, Elliott W., Boston.  
 Pratt, Mrs. Sarah M., Boston.  
 Prendergast, J. M., Boston.  
 Putnam, Mrs. S. R., Boston.  
 Quincy, George Henry, Boston.  
 Rantoul, Miss Hannah L., Beverly.  
 Rantoul, Robert S., Salem.  
 Reardon, Dennis A., Boston.  
 Reed, Mrs. William Homer, Boston.  
 Reynolds, Walter H., Boston.  
 Rice, Hon. A. H., Boston.  
 Rice, Mrs. Henry A., Boston.  
 Richards, Mrs. Cornelia W., Boston.  
 Richards, Miss Elise, Boston.  
 Richards, Mrs. Laura E., Gardiner, Me.  
 Richardson, John, Boston.  
 Richardson, Miss M. Grace, New York.  
 Richardson, Mrs. M. R., Boston.  
 Richardson, William L., M.D., Boston.  
 Robbins, Royal E., Boston.  
 Roberts, Mrs. A. W., Cambridgeport.  
 Robertson, Mrs. Alice Kent, Charlestown.  
 Robinson, Henry, Reading.  
 Rodman, S. W., Boston.  
 Rodocanachi, J. M., Boston.  
 Rogers, Miss Clara B., Boston.  
 Rogers, Miss Flora E., New York.  
 Rogers, Henry M., Boston.  
 Rogers, Jacob C., Boston.  
 Rogers, Mrs. William B., Boston.  
 Ropes, John C., Boston.  
 Ropes, Joseph S., Boston.  
 Rotch, Miss Edith, Boston.  
 Russell, Henry G., Providence.  
 Russell, Mrs. Henry G., Providence.  
 Russell, Henry S., Boston.  
 Russell, Miss Marian, Boston.  
 Russell, Mrs. William A., Boston.  
 Saltonstall, Henry, Boston.  
 Saltonstall, Hon. Leverett, Newton.  
 Saltonstall, Mrs. Leverett, Newton.  
 Sampson, George, Boston.  
 Sanborn, Frank B., Concord.  
 Sayles, F. C., Pawtucket, R.I.  
 Sayles, W. F., Pawtucket, R.I.  
 Schlesinger, Barthold, Boston.  
 Schlesinger, Sebastian B., Boston.  
 Sears, David, Boston.  
 Sears, Mrs. Fred. R., Jr., Boston.  
 Sears, Frederick R., Boston.  
 Sears, Mrs. Knyvet W., Boston.  
 Sears, Mrs. P. H., Boston.  
 Sears, Mrs. S. P., Boston.  
 Sears, Willard T., Boston.  
 Sharpe, L., Providence.  
 Shaw, Mrs. G. Howland, Boston.  
 Shaw, Henry S., Boston.  
 Shaw, Miss Pauline, Boston.  
 Shaw, Quincy A., Boston.  
 Shepard, Harvey N., Boston.  
 Shepard, Mrs. T. P., Providence.  
 Sherwood, W. H., Boston.  
 Shinkle, Miss Camilla Hunt, Covington, Ky.  
 Shippen, Rev. R. R., Washington.  
 Sigourney, Mrs. Henry, Boston.  
 Silsbee, Mrs. M. C. D., Boston.  
 Slafter, Rev. Edmund F., Boston.  
 Slater, H. N., Jr., Providence.  
 Slocum, Mrs. W. H., Jamaica Plain.  
 Snelling, Samuel G., Dedham.  
 Sohier, Miss E. D., Boston.  
 Sohier, Miss Elizabeth, Boston.  
 Sohier, Miss Emily L., Boston.  
 Spaulding, J. P., Boston.  
 Spaulding, Mrs. Mahlon D., Boston.  
 Spencer, Henry F., Boston.  
 Sprague, F. P., M.D., Boston.

- Sprague, S. S., Providence.  
 Stanwood, Edward, Brookline.  
 Stearns, Charles H., Brookline.  
 Stearns, Mrs. Charles H., Brookline.  
 Stevens, Miss C. Augusta, New York.  
 Stewart, Mrs. C. B., Boston.  
 Stone, Col. Henry, South Boston.  
 Storrs, Mrs. E. K., Brookline.  
 Sturgis, Francis S., Boston.  
 Sullivan, Richard, Boston.  
 Swan, Mrs. Sarah H., Cambridge.  
 Swan, Robert, Dorchester.  
 Swan, Mrs. Robert, Dorchester.  
 Taggard, B. W., Boston.  
 Taggard, Mrs. B. W., Boston.  
 Talbot, Mrs. Isabella W., North Billerica.  
 Tapley, Mrs. Amos P., Boston.  
 Tarbell, George G., M.D., Boston.  
 Temple, Thomas F., Boston.  
 Thaw, Mrs. William, Pittsburg, Penn.  
 Thaxter, Joseph B., Hingham.  
 Thayer, Miss Adele G., Boston.  
 Thayer, Miss A. G., Andover.  
 Thayer, Rev. George A., Cincinnati.  
 Thayer, Mrs. Harriet L., Boston.  
 Thayer, Mrs. Nathaniel, Boston.  
 Thomas, Mrs. Joseph B., Boston.  
 Thorndike, Mrs. Delia D., Boston.  
 Thorndike, S. Lothrop, Cambridge.  
 Ticknor, Miss A. E., Boston.  
 Tilden, Miss Edith S., Milton.  
 Tilden, Mrs. M. Louise, Milton.  
 Tilton, Mrs. W. S., Newtonville.  
 Tingley, S. H., Providence.  
 Tolman, Joseph C., Hanover.  
 Torrey, Miss A. D., Boston.  
 Tower, Col. William A., Boston.  
 Townsend, Miss Sophia T., Boston.  
 Troup, John E., Providence.  
 Tuckerman, Mrs. C. S., Boston.  
 Turner, Miss Abby W., Randolph.
- Turner, Miss Alice M., Randolph.  
 Turner, Miss Ellen J., Boston.  
 Turner, Mrs. M. A., Providence.  
 Turner, Mrs. Royal W., Randolph.  
 Underwood, F. H., Boston.  
 Underwood, Herbert S., Boston.  
 Upham, Mrs. George P., Boston.  
 Upton, George B., Boston.  
 Villard, Mrs. Henry, New York.  
 Vose, Miss Caroline C., Milton.  
 Wainwright, Miss R. P., Boston.  
 Wales, George W., Boston.  
 Wales, Mrs. George W., Boston.  
 Wales, Joseph H., Boston.  
 Ward, Rev. Julius H., Boston.  
 Warden, Erskine, Waltham.  
 Ware, Mrs. Charles E., Boston.  
 Ware, Miss M. L., Boston.  
 Ware, Miss Charlotte L., Cambridge.  
 Warren, J. G., Providence.  
 Warren, Mrs. J. Sullivan, Boston.  
 Warren, Mrs. Wm. W., Boston.  
 Washburn, Rev. Alfred F., South Boston.  
 Washburn, Hon. J. D., Worcester.  
 Waters, Edwin F., Boston.  
 Waterston, Mrs. R. C., Boston.  
 Watson, Thomas A., Weymouth.  
 Watson, Mrs. Thomas A., Weymouth.  
 Webster, Mrs. John G., Boston.  
 Weeks, A. G., Boston.  
 Welch, E. R., Boston.  
 Weld, Otis E., Boston.  
 Weld, R. H., Boston.  
 Weld, Mrs. W. F., Boston.  
 Weld, Mrs. William F., Boston.  
 Weld, W. G., Boston.  
 Wells, Mrs. Elizabeth S., Boston.  
 Wesson, J. L., Boston.  
 Wheelock, Miss Lucy, Boston.  
 Wheelright, Josiah, Roxbury.  
 Wheelwright, A. C., Boston.  
 Wheelwright, John W., Boston.  
 White, C. J., Cambridge.

- White, Charles T., Boston.  
White, Mrs. Charles T., Boston.  
White, G. A., Boston.  
White, Joseph A., Framingham.  
Whitehead, Miss Mary, West Somerville.  
Whitford, George W., Providence.  
Whiting, Albert T., Boston.  
Whiting, Ebenezer, Boston.  
Whitman, Mrs. Sarah W., Boston.  
Whitney, Miss Anne, Boston.  
Whitney, Edward, Belmont.  
Whitney, Henry M., Brookline.  
Whitney, Miss Sarah A., Boston.  
Whitney, Miss Sarah W., Boston.  
Whitten, Mrs. Elizabeth S., Dorchester.  
Whitwell, S. Horatio, Boston.  
Whitwell, Miss S. L., Boston.  
Wigglesworth, Edward, M.D., Boston.  
Wigglesworth, Thomas.  
Wightman, W. B., Providence.  
Williams, Mrs. H., Boston.  
Williams, Miss Louise H., Boston.  
Wilson, Mrs. Maria Gill, Newtonville.  
Winslow, Mrs. George, Roxbury.  
Winsor, Mrs. Ernest, Chestnut Hill.  
Winsor, J. B., Providence.  
Winthrop, Mrs. John, Stockbridge.  
Winthrop, Hon. Robert C., Boston.  
Winthrop, Mrs. Thomas L., Boston.  
Wolcott, Mrs. J. H., Boston.  
Wolcott, Roger, Boston.  
Woodruff, Thomas T., Boston.  
Woods, Henry, Boston.  
Woolf, Benjamin E., Boston.  
Worthington, Roland, Roxbury.  
Young, Mrs. Benjamin L., Boston.  
Young, Charles L., Boston.

## SYNOPSIS OF THE PROCEEDINGS

OF THE

## ANNUAL MEETING OF THE CORPORATION

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SOUTH BOSTON, Oct. 11, 1893.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. S. Lothrop Thorndike presented the report of the trustees, which was read, accepted and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were elected:—

*President* — Samuel Eliot, LL.D.

*Vice-President* — George S. Hale.

*Treasurer* — Edward Jackson.

*Secretary* — M. Anagnos.

*Trustees*—William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

The following amendments to the by-laws of the corporation, proposed by the trustees, were unanimously accepted:—

Article I was repealed and the following was adopted in its stead: “The corporation shall be composed of the persons now members thereof; of such persons as may at any legal meeting be elected members by ballot, two negative votes excluding the candidate voted upon; and of such persons as have been at any time appointed trustees in behalf of the State.”

In Article II the words “or any vacancy filled” were stricken out, and the following were added at the end of the article: “Vacancies in any office, except trusteeship in behalf of the State, may be filled by the board of trustees.”

In Article VI after the words “real estate” the following were inserted: “They shall elect annually from their number a permanent chairman, who shall when present preside at meetings of the board. In his absence a chairman *pro tempore* shall be chosen.”

In Article IX the words “two-thirds” were stricken out and the words “four-fifths” were inserted in place thereof.

Mr. Robert Samuel Rantoul of Salem and Mr. Frederick William Peabody of Boston were after-

wards chosen members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,  
*Secretary.*

## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Oct. 3, 1893.

*To the Members of the Corporation.*

LADIES AND GENTLEMEN:—The trustees have the honor to present the following report for the year ending Sept. 30, 1893.

General prosperity has attended the institution. The number of pupils has increased during the year, and at its close there are 140 belonging to the school proper at South Boston, 64 in the kindergarten at Jamaica Plain, and 17 in the workshop for adults. In addition to these, 16 persons are employed as teachers or in other positions, making the total number of blind persons connected with the establishment 237.

In the early part of the year five cases of measles occurred in the boys' department. The new nursery was put into immediate use, and with the rooms vacated by the music department the needful isolation was secured. Seven other cases followed, but the disease was in a mild form. Later in the season there was a case of appendicitis which was successfully treated at the Massachusetts General Hospital. But few other cases of illness occurred, and good health prevailed during the last half of the year.



### THE SCHOOL.

The school is conducted on the same principles that regulate other educational institutions, with such additional appliances as will bring to the touch the means of knowledge usually addressed to the eye. General provision has been made for physical culture, and the new gymnasium is a delight to the pupils of both sexes. Its classes are a regular part of the daily programme. A part of the school receive sloyd lessons, by which they not only learn to handle tools, but also receive a mental training through the use of the hands.

Music is so often a source of remunerative employment for the blind that this department receives special attention. The instruction is by means of the Braille notation, which expresses all musical signs in a more compact form than the staff. The latter, however, is also learned, especially by those who are preparing to become teachers.

It is a matter of regret that various causes have combined to deprive us of a number of valuable teachers, whose resignations at the close of the year make an unusual number of changes in the *personnel* of the establishment. The vacancies have been filled by new appointees, who give promise of carrying on the work effectively. These changes will be mentioned in detail in the report of the director.

## COMMENCEMENT EXERCISES.

Tremont Temple has for so many years been the scene of our commencement exercises that its destruction was felt as a great loss; but Mr. Eugene H. Tompkins generously placed Boston Theatre at our disposal for the afternoon of June 6, 1893.

The spacious room was filled with an audience representing the benevolence and the intelligence of Boston and of New England. The stage presented a charming picture. A forest setting enhanced the festive air of the boys and girls in holiday attire. An attractive feature was the group of children from the kindergarten, so arranged as to form the foreground. Owing to the illness of Dr. Eliot, Hon. George S. Hale presided and welcomed the audience in the following words: —

*Ladies and Gentlemen,—friends and lovers of those who cannot see with their bodily eyes the kindly interest with which you watch the evidence of their successful studies, we welcome you to our twelfth annual commencement.*

I deeply regret the untoward circumstances, which deprive them and you of the familiar and always welcome presence of President Eliot, pleasant as it is for me to recall the agreeable associations which carry me back to my earlier connection, as one of the trustees, with the institution and its noble founder and head, Dr. Samuel G. Howe.

You must pardon me for adding a word of deep regret that we meet at this time without the benediction of a presence we have so long valued and enjoyed, which we can never forget or fail to miss,—that we are not to see or hear the benignant look or words of Dr. Andrew Preston Peabody.

A full assurance given by lookes  
Continuall comfort in a face  
The lineaments of Gospell booke.

I shall be pardoned too as an old friend of Dr. Howe for expressing the gratification I feel that the institution has found a successor, whose zeal, fidelity and capacity he would have recognized, as we do, with gratitude and pride.

He that governs well leads the blind,  
But he that teaches gives him eyes.

And now let me assure you, that our pupils will divine and feel your presence and your sympathetic interest in them as quickly and surely as if they could meet your kindly and tender gaze.

The exercises, arranged to show the work of the various departments of the school, were well conducted and deeply interesting. The illustration by the sewing machine of the principles of physics, showing how thoroughly the science is taught, as well as the ready skill of Miss Alberta May Snow and her schoolmates, the music of voices and instruments, the gymnastics and military drill, all indicated a high standard of mental, artistic and physical culture.

After the piano solo by Miss Mary A. Hoisington, Mr. Hale said: —

Now, ladies and gentlemen, Mr. Anagnos offers you something unparalleled in every previous commencement, something as rare as if Homer stepped down from the ages and recited one of his poems. It is only three years since Helen Keller began

to articulate. Today she will read to you Longfellow's poem on Flowers.

Before proceeding to read the poem, Helen addressed the audience as follows:—

It gives me much pleasure to be with my dear friends today. My mother had thought that her little child's voice was lost forever, but the hand of love has found it and brought it home.

She then found the place in her book and read with great distinctness, giving full expression to the poem. The scene was most impressive as this tall, beautiful girl, her face uplifted with a rapt expression, "spake to us out of the strange world of silence and darkness." Unable to hear the burst of applause which followed, yet Helen seemed pleased as she comprehended perfectly the pleasure and delight of her friends in this marvellous achievement.

Following a song by Miss Edna A. Joslyn, the boys of the graduating class took part in an original dialogue entitled "Our Share in the World's Work." The diversity of thought and aim in any company of young men could not have been better brought out, and the strong common sense views of their future life were most marked. The youth who proposes "to think of himself as a man and not as a *blind man*," commends his good judgment and wisdom to all.

Henry E. Mozealous was the valedictorian. His words of gratitude to his teachers and of cheer to his comrades were so eloquent, ingenuous, and modest as to win the praise of all his hearers.

Our late associate, Mr. John S. Dwight, followed the valedictory with the presentation of diplomas to the eight graduates:— Wallace Edgar Andrews, Henry George Burke, Charles Paxton Lamar, John Francis Minor, Henry Edmund Mozealous, Alberta May Snow, Michael Francis Sullivan, John Henry Warburton.

Mr. Dwight addressed the graduates briefly but feelingly, and his words were full of sympathy, advice and benediction. He spoke as follows:—

We are here to congratulate you, my young friends, on the completion of your school studies, and to present you these diplomas, these parchment vouchers, not idly granted by your teachers for your faithful, earnest use of the opportunities afforded you by this institution. Your aim has been high, inspired by a generous enthusiasm and a thirst for intellectual and moral enlightenment, more than by artificial motives, or by any selfish, low ambition. These have been, upon the whole, happy years; for they have taught you each day some new fact, won you some new proof or some new aspect of the essential beauty of the universal order, and led you a little further into a realizing acquaintance with your inborn, God-given nature and faculties. You have learned and proved, to yourselves and to others, that the loss of sight is no darkening of the mind's or spirit's light. Practically, in many ways, you have been learning to see as well as others.

And now we bid you God-speed on your entrance into the higher, harder school of life. From this day you take upon you the responsibilities and duties, the cares and chances, with the hopes and new incitements, of individual voyages of discovery out into the wide world. You may not feel the tender home touch (for a while) quite so near. You enter fields of experiment, made isolated and precarious, struggles somewhat more serious than

those of your class-rooms and gymnasia. These will put your courage and your manhood, your mental and moral stamina, to the test. You will have to face the trials and temptations of the world. You have each to bear your part in the labors and the duties, we trust also in the victories, of this tangled, many-sided, often enigmatic life. But, if I mistake not the scope and spirit of your discipline and culture here, you are familiar with the overcoming of difficulties and the resisting of temptations (supplanting them with "metal more attractive").

If your schooling has been practical, if it has taught you to feel your powers and faculties, and not to overrate your limitations and magnify them into appalling bugbears ; if it has all led you on by wholesome stimulus and by the gentle hand of sympathy in the direction of your natural bent and characteristic talents, so that every exercise and every study has helped to make you know yourselves, and be truer to yourselves, then surely each of you will find a fitting, useful, honorable sphere will open before his honest and courageous effort. The way to find it is to still press forward, do your best, and trust God for the result. Thus, true to principle, never shrinking or swerving from the right, shall the very stress and strain of difficulty, the very unrelaxing energy and zeal of industry and duty, become like the quietly and steadily revolving wheel that seems to *sleep* in its swiftness, and yields the truest image of repose. Such work is self-resting, self-recovering, refreshing.

If you have had peculiar difficulties to contend with, how you have felt them vanish here in this atmosphere of sympathy and mutual help ! You have nourished between you, as it were, a corporate pride, an *esprit du corps*, in holding up and illustrating your common cause. Able and devoted teachers have taken a sincere, deep interest in you. They have watched your progress, severally, as a maiden watches the unfolding of a flower. They have sought to recognize in each of you the bent of his own nature, availing of the hints of the wise, loving educator Froebel. So far at least, yours has been an *all-round* education. The rights of the body have not been neglected in any hot-house forcing of the

intellectual plants. You have learned to crave and claim fresh air and healthy, daily exercise — nay work, work of the hands — as part of your birthright. Nor have your innate germs of spiritual and moral life lacked quickening sustenance, nor been trampled in the dust by any merely doctrinal and formal, any negative, perfunctory, suppressive ministry. You have learned that to know God is to know freedom, love and joy. And music, art divine, language in which the experience that transcends common speech first finds expression,— music has formed a more than ordinary part of your education, pervading, tempering, refining, spiritualizing, quickening your whole culture.

Need I then remind you of what you know so well, that for the failure of a single sense you have ample compensation? Thus provided and prepared, you go to claim "your share in the world's work." You know, each for himself or herself, what that is. In the conference you have just now held before us you have shown you have the right idea of it. Persist in that idea; carry it out in practice; be true to yourselves, true to humanity and right and God. Believe with Emerson, who says:—

A point of education that I can never too much insist upon is this tenet, that every individual man has a bias which he must obey, and that it is only as he feels and obeys this that he rightly develops and attains his legitimate power in the world. It is his magnetic needle which points always in due direction to his proper path.... In morals, this is conscience; in intellect, genius; in practice, talent,— not to imitate or surpass a particular man in *his* way, but to bring out your own new way; to each his own wit, method, style, eloquence.

— But the time is short. Let me, then, with great pleasure, in the name and with the greetings of the trustees, with the approval and the sympathy of all your teachers, with the prayer that God will bless you, and with the hearty Amen of all these witnesses, hand you these diplomas.

The exercises ended with a well sung chorus for mixed voices.

### THE NEW LIBRARY AND MUSICAL DEPARTMENT.

This has been a source of added pleasure and advantage. The spacious rooms, in which books, specimens and models are made more accessible, have increased the use of these appliances in class work and by individuals; and the removal of the music department has left the school and household more quiet, increased the number of sleeping rooms and made provision possible for many emergencies.

### POST GRADUATE COURSE.

The need of providing an advanced course for pupils wishing to enter college becomes apparent. Every year there are young men and women of intellect, who, with proper education, might become successful in literature or the learned professions, but who now adopt some unremunerative occupation, or, perhaps, remain idle. Point writing and type writers have already made literary pursuits available to the blind, and we must not neglect any possible aid to the further promotion of these pursuits.

### A NEW MUSIC HALL.

In the last report attention was called to the need of a larger hall as an aid to more advanced work in the music department. It is needed even for general purposes. The small hall is inconvenient of access, barely sufficient for the pupils, and utterly inadequate

for guests whose presence lends so much encouragement to the performers in our dramatic or musical entertainments.

#### BLIND DEAF-MUTES.

The progress of the three blind and deaf children, Edith Thomas, Willie Robin and Tommy Stringer, has been more than satisfactory. In pursuance of the purpose mentioned in our last report, these children have been placed in the regular classes and subjected to the same rules as others, the only difference being the presence of their special teacher as interpreter. Their progress compares favorably with that of their classmates, and doubt can no longer be entertained of the feasibility of educating children thus deprived. The number of these is sufficient to make it a duty to seriously consider the means of their education. The schools for the deaf generally have no provision for the blind child, or the schools for the blind for a deaf pupil. Shall we not make this provision?

#### FINANCES.

The financial record of the institution is shown in the report of the treasurer herewith presented, and may be summarized as follows:—

Cash on hand October 1, 1892, . . . . .	\$13,193.92
Total receipts from all sources during the year, . . .	<u>158,095.53</u>
	\$171,289.45
Total expenditures and investments, . . . . .	<u>168,041.00</u>
Balance, . . . . .	\$3,248.45

This exhibit gives evidence of continued prosperity. But a generous increase of the income of the institution is needed to enable us to undertake such improvements as will broaden the education of the blind and raise its standard.

#### REPAIRS AND IMPROVEMENTS.

During the summer vacation improvements have been made and the buildings put in thorough repair. The stairs in the west wing of the main building have been replaced by new ones. The entries leading from the rotunda to the hall have been replastered and refinished in hard wood and the stairways reconstructed. The first floor of the central portion of the main building has been strengthened by steel beams. This necessitated the substitution of a new ceiling in the large dining-room below. The bathrooms in the girls' cottages on Fourth street have been thoroughly renovated, and proper bowls substituted for the old soapstone sinks. The tin roofs of the main building and of the girls' gallery and brick schoolhouse have been repainted. A night watchman has been employed, and an electric arrangement provided to indicate that he attends to his duties regularly.

#### THE HOWE MEMORIAL PRESS.

The printing office has been amply maintained and its work carried on with vigor. The following

books have been issued during the year: Shakespeare's *Merchant of Venice*, Milton's *Paradise Regained*, Dr. Johnson's *Rasselas*, Charles Kingsley's *Water-babies*, Sir John Lubbock's *Beauties of Nature*, John Fiske's *War of Independence*, Cora Gleason's *Hand-books of Knitting and Crochet*, and *Don't by Censor*.

The *Seven Little Sisters* by Jane Andrews, and the first volume of Landon's *Instruction Book* have been completed in the Braille point system, together with several pieces of sheet music. We have now in press the second volume of Landon's *Instruction Book*, and the first volume of George Eliot's *Adam Bede*.

A new stereotyping machine, invented by Mr. Frank H. Hall, late superintendent of the Illinois School for the Blind, has been recently purchased. This will enable us to publish both literary matter and music in the Braille system rapidly and economically. It is our purpose to issue in raised letters a series of books including the best English literature as well as translations from foreign languages, and to render these books accessible to every blind person in the United States. Our publications have been placed in the public libraries of many cities in New England and sent to various institutions and persons throughout the country. They have been constantly loaned or given to the blind of New England and other sections of the country free of charge. No sightless reader who has applied for them has ever received a refusal.

### WORKSHOP FOR ADULTS.

This department has been unfavorably affected by the general business depression. The receipts have fallen off steadily and the balance sheet shows a deficit of \$297.26. This is to be regretted, but there is no doubt that a little activity on the part of those who take an interest in the blind would bring about a more satisfactory state of things. It is desirable that the business of the workshop should be increased in order that its benefits may be extended to a larger number of meritorious blind persons who are eager to earn their living. We assure our customers that our goods are well made, put in the market for fair competition, and sold as cheaply as any other. No purchaser is expected to pay higher prices in the way of charity.

### DEATHS OF DR. PEABODY AND MR. DWIGHT.

During the year death has invaded our board and removed two of our most honored and beloved associates.

Dr. Andrew Preston Peabody died on the 10th of March, in the eighty-second year of his age, and the fourteenth of his membership of the board. The resolutions of the board upon his death were offered by Mr. Dwight, and were as follows:—

Dear to the members of this board, and to every officer and servant, every teacher and pupil of the Perkins Institution and

Massachusetts School for the Blind, is and must ever be the memory of our honored, venerable associate, Rev. Andrew Preston Peabody, D.D., LL.D. No one had the interests of the school more at heart during the long period that he shared this responsible trust. We all knew him as one of its kindest, wisest, ablest, and most just of friends. His sympathy lent the needed confirmation and the moral force of certainty to all our deliberate conclusions. We were sure of every measure which had his approval.

In this, as in all the many educational and philanthropic offices he held, it was his joy to serve. No service was ever more cheerfully and heartily rendered, none administered with sounder, more impartial judgment, from a richer fund of moral and intellectual resources.

He was beloved by all the youth and by his elder associates at Harvard, his own *Alma Mater*, and gave freely of his time, his sympathy and moral influence to its instruction and its counsels. Yet he found time and strength for all good enterprises; and nowhere were his mind and influence, his warm heart and sage counsel, felt more truly than here among the blind. They knew and loved him as their friend. They seemed to be his special charge; yet so did all the other classes in whose welfare he was interested. The more he gave (not as the world giveth), the more he had to give. Such gifts cannot be lost: such influence is operative long after those who first inspired it have passed on to better, wider fields of work. He had outlived most of his contemporaries; yet he died in the full vigor of his faculties,—faculties so ripe and refined, brightened and quickened by constant service, that he did with ease the tasks which cost some of us a special, anxious effort, yet was everything done with his whole heart and soul, in no perfunctory, half-souled way.

Therefore, with one heart, one mind,

*Resolved*, That while in Dr. Peabody we mourn a loss which seems to be irreparable, we can but rejoice and give thanks that a spirit so religious, cheerful, cheering, a life so pure and self-sacrificing, so well equipped for all good work by ceaseless self-

improvement, has been spared to us so long to be a helper and inspirer in so many noble causes, among which not the least has been the mental and moral development of the sightless pupils with whose charge we have been intrusted in an effort to fulfil social justice to a class too long unfeelingly neglected.

*Voted*, That this tribute be placed on our records, and that the secretary be authorized to send a copy thereof to the daughters of our late associate, Dr. Peabody, with the heartfelt expression of our sympathy in their hour of grief, and also to publish it in one or more newspapers.

Still more recently the author of this just and appropriate tribute to Dr. Peabody's memory, John Sullivan Dwight, was himself taken from us. He died on the fifth day of September; and at a special meeting of the Board held on the 15th of the same month the following resolutions were adopted in his memory:—

*Resolved*, That we desire to express our heartfelt sense of the loss we have suffered in the death of our beloved and revered associate, John Sullivan Dwight.

Others have testified to his wisdom as a philosopher, his excellence as a poet and man of letters, his influence in the great field of musical criticism, which he had cultivated so long and with such singleness of purpose, his keen interest in all efforts for making human life better and happier, his sweet and genial nature, his purity and worth as a man.

It remains for us to bear witness to the closeness of his relation and the value of his services to the institution which we have in charge. In youth and middle life the friend and admirer of Dr. Howe, in full and earnest sympathy with all the deeds and aspirations of that great philanthropist, he brought down to our time somewhat of the atmosphere of those early days of our cause.

In later years becoming by appointment of the governor one of the state members of our board, he devoted time, thought and labor to the educational interests of our pupils, especially in his cherished branch of music. His constant visits to our two schools and attendance upon their performances and his familiar acquaintance and intercourse with individual scholars were most noteworthy and deserving of the imitation of all of us. He also rendered inestimable service in the careful and detailed preparation of our annual reports. In these and other respects his death has left a gap in our circle not easy to fill, and his cheerful and kindly presence and wise counsels will long be missed at our meetings.

*Resolved*, That these resolutions be placed upon our record, and that copies be sent to Mr. Dwight's family and to Mrs. Julia Ward Howe.

#### DEATHS OF MEMBERS OF THE CORPORATION.

Besides Dr. Peabody and Mr. Dwight the institution has lost by death since the last annual meeting eighteen more of its valued corporate members. The list includes the Right Reverend Phillips Brooks, D.D., late bishop of the diocese of Massachusetts, whose untimely demise robbed the cause of the education of the blind of a most earnest helper, and deprived Boston of one of the most distinguished lights which shone brilliantly and steadily in its philanthropic, religious, and social circles; Frederick Lothrop Ames, who was widely esteemed and greatly prized in financial circles, and who had for two years done good service as a member of the board of trustees and was deeply concerned in the work of the kindergarten; William R. Robeson, a constant friend

to the blind and a man of great kindness and sterling excellence in all relations of life; Mrs. Francis A. Brooks, lovingly remembered by all who knew her; Richard Chamberlain Nichols, a man of generous impulses and philanthropic instincts; Miss Abby W. Pearson, who made it her happiness to do good; Addison Macullar of Worcester, a man of great fortitude and patience and of remarkably sunny disposition; Col. Thomas P. I. Goddard of Providence, noted for his high character, his talents and his interest in various causes of human well-being; Miss Mary Ann Wales, truly beloved and highly appreciated for her wise liberality, benevolent activity and benignant ministries; Edward A. Green of Providence, whose loss is deeply felt; Mrs. Richard Perkins, whose beneficence secured for her a rich revenue of honor and gratitude; Miss Eliza Howes, a thoughtful benefactor of the blind; Miss Mary Ann Tappan, an honored name associated with good works; Abbott Lawrence, a man of benevolence and high reputation for fidelity in various positions of trust and influence; Mrs. Benjamin S. Rotch, who was one of the most generous contributors to the funds of the institution and whose warm sympathy and ready aid were bestowed on every cause of humanity; Fitz James Rice of Providence, who graciously joined the subscribers to the printing fund; Mrs. Horace Gray, well known for the virtues and deeds that leave a fragrant memory; and Mrs. Anne M. Sweetser, held in high esteem for her public spirit and philanthropy.

## CONCLUSION.

We cannot close this report without again paying our tribute of respect and admiration to the labors of our faithful director, Mr. Michael Anagnos, and to the rare combination of wisdom and culture, of sympathy for affliction and skill in its alleviation, of personal enthusiasm and faculty of imparting that enthusiasm to others, which he has placed at our service for so many years.

All which is respectfully submitted by

EDWARD BROOKS,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
HENRY MARION HOWE,  
EDWARD N. PERKINS,  
WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
HENRY STONE,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## THE REPORT OF THE DIRECTOR.

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Wide horizon, eager life;  
Busy years of honest strife;  
Ever seeking, ever founding,  
Never ending, ever rounding;  
Guarding tenderly the old,  
Taking of the new glad hold,  
Pure in purpose, bright in heart —  
Thus we gain — at least a start! —

— GOETHE.

### *To the Board of Trustees.*

GENTLEMEN: — “Time rolls his ceaseless course,” sings Sir Walter Scott, and what is much more to the purpose, he rolls it with astonishing celerity. Thus it seems only a little while ago that my last annual statement concerning the affairs of the institution was submitted to your board; yet the shadow on the dial-plate indicates, that a whole year has elapsed since then, and that it has again become incumbent upon me to prepare the customary report of the director.

As I take up my pen to write this document, the Horatian phrase “swift glide the years away” presents itself to my mind with peculiar vividness.

Eheu! Fugaces labuntur anni!

In giving an account of what has been done during the past twelve months in the various departments of the institution, I do not propose to confine myself to mere statistics, or to fill the space allotted to me by the narration of ordinary events. My intention is to touch upon divers topics, which are germane to the intellectual and moral training of the blind, and to suggest such changes and improvements in our work as promise to broaden its lines, advance its standard and enhance its efficiency.

It is only by following the path of progress that we can continue the policy of constant growth and development adopted by the illustrious founder of this establishment.

Before proceeding to the main part of my story, I beg leave to congratulate both you and the community at large upon the eminent position which the institution holds among kindred establishments not only in America but throughout the world. It may justly claim to be the leading school for the blind of our time. It has no rival either in the extent and completeness of its educational facilities, or in the variety and scope of its departments, or in the social standing and disinterested devotion of its friends and benefactors.

### ENROLLMENT OF BLIND PERSONS.

Then, valiant Titus, take  
Convenient numbers to make good the city.

— SHAKESPEARE.

At the date of the last annual report the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and workmen and women was 210. Since then 50 have been admitted, and 23 have been discharged, making the total number at present 237. Of these 155 are in the parent school at South Boston, 65 in the kindergarten at Jamaica Plain, and 17 in the industrial department for adults.

The first class includes 140 pupils, 12 teachers and other officers, and 3 domestics.

The second class comprises 64 little boys and girls and one music teacher; and the third 17 men and women employed in the workshop for adults.

Though the above figures show a constant increase in the number of our scholars, the maximum of our accommodations is not yet reached.

The school has been fulfilling its duty faithfully in the prompt reception, as well as in the impartial treatment and proper training of all children proved to be eligible candidates for admission.

The term of years allowed for the education of the blind has been extended by most of the legislatures under whose provisions we receive state beneficiaries. But it should not be forgotten that the officers of

the institution have in every instance a discretionary power with regard to the shorter or longer continuance of a pupil (within the prescribed limits of time) which they exercise as circumstances require.

#### HEALTH OF THE INMATES.

Ὑγεία καὶ νοῦς ἐσθὲν τῷ βίῳ δύο.

— PROVERB.

Health is of supreme importance. It is the choicest gift of the gods. It is the greatest of all possessions and the foundation of happiness and achievement. Ariphron addressed Hygeia as the most august of goddesses, and prayed, that her benignity might dwell with him. According to the Greek proverb which stands as the text of this section, health is counted as one of the two principal blessings of life, *mind* being the other. With it meat is savory, drink palatable, sleep refreshing, occupation a pleasure, and the pursuit of knowledge delightful. Without it work becomes drudgery, the sinews of industry are paralyzed, the weight of all burdens increased, and a darker shadow is added to every care.

It gives me no small degree of satisfaction to be able to report, that during the past twelve months the general health of this establishment has been uniformly good. No cases of mortality or of serious illness have occurred. At the commencement of the year the measles prevailed as an epidemic in our vicinity, and it was not very long before they were

introduced into the boys' department. Their further spread was prevented by the adoption of strict measures of isolation. In the course of a few weeks ten of the pupils and two of the attendants had the disease, but all of them recovered from it. In addition to this, later in the season, there were in the same building two sporadic cases of diphtheria of a very mild form, and one of appendicitis.

With these exceptions we have been favored with entire freedom from contagious diseases and alarming sickness, and we cannot be thankful enough both for this immunity and for the inestimable blessing of a good measure of health.

But in the midst of our rejoicings let us bear constantly in mind the fact, that health is the offspring of nature and of intelligent care, and not the product of artificial means and luxuries, nor the creature of drugs and medicines. It dwells principally in the open fields and forests, subsists on simple and nutritious aliment, thrives on fresh air and exercise, is closely associated with cleanliness and temperance, and worships in the temple of purity and virtue.

It is solely by the strict observance of the laws of nature and by the adoption and enforcement of prudent sanitary rules that this blessing can be attained and preserved.

### AIM OF THE EDUCATION OF THE BLIND.

Take him to develop, if you can,  
And hew the block off, and get out the man.

— POPE.

As has been previously stated in these reports, the welfare and success of the blind depend upon the thoroughness and efficiency of their instruction and training and in the just proportion in which their faculties are developed, their understanding enlightened, their tastes cultivated, their sentiments refined, their manners improved, their character formed, their natural aptitudes evolved, and their ability to work and provide for themselves insured. In other words the blessings of self-reliance, self-respect and self-maintenance are nothing but the fair blossoms of the complete education, the ripe fruit of the breadth and fulness of culture.

Where grows? Where grows it not? If vain our toil,  
We ought to blame the culture, not the soil.  
Fix'd to no spot is happiness sincere.

For the attainment of this grand end it is obviously necessary not only that the physical powers and intellectual faculties should be faithfully cultivated and enlarged to their utmost extent, but the mind itself should be introduced into the world of action and enabled to feel and think in sympathy with the infinitely-varied experiences of mankind in as many ages and under as many different circumstances as can be mentally grasped.

In the "holy alliance" of character with broad culture and unflagging energy the blind can safely seek the means for their admission into the business marts and social ranks of their fellow-men, on terms of perfect equality, irrespective of physical defects, and for maintaining themselves in such relations as honorable and active factors in the life of the community.

In accordance with these considerations, the institution has striven to place and maintain the education of its pupils upon a high plane. Its various departments are so organized as to represent the branches of a spreading tree. Like channels diverging from a central source of intellectual power and moral light, they carry to the pupils the fresh and bright stream of mental vitality, and give them the best possible instruction in all the studies, which are pursued in the common schools and academies of New England, and afford them such aesthetic culture and manual or professional training, as their age and condition admit, their prospects require, and their natural gifts warrant. Every fresh method and recent process, every new movement, which promises to open to them more freely the sources of instruction and improvement and thus to furnish them with more efficient equipment for the struggle of life, is investigated diligently, candidly and without prejudice: and if its claims are found to be valid, we gladly follow where it leads without hesitation or delay. For the sake of truth and progress, we are ever ready to change our plans or opinions, and count it no sacrifice to do so.

A brief review of what has been accomplished during the past year in each of the departments in the Institution will show, that our general course of instruction and training has been so improved as to give definiteness to the work of the school and to secure regular and permanent results.

#### DEPARTMENT OF PHYSICAL CULTURE.

Begin the song, and let it sweetly flow,  
And let it wisely teach thy wholesome laws:  
"How blest, the fickle fabric to support  
Of mortal man; in healthful body how  
A healthful mind the longest to maintain."

—ARMSTRONG.

No system of education is true and complete, which does not recognize all the powers of the pupils, making provision for their symmetrical and co-ordinate development, and no amount of instruction and training can be productive of good results, unless the physical frame, which is the abode of all the intellectual faculties and moral qualities, is in perfectly sound condition.

Trite and antiquated though the motto, "*mens sana in corpore sano*," may be, it is not outworn. Its meaning is as fresh and as significant today as it was in 1693, when Locke enunciated it, and its force is as resistless now as it was then.

To secure a healthy mind in a sound body must be the aim of all education.

In our school, ample provision has been made for

the bodily training of the children and youth of both sexes. They are obliged to go through a gradual and progressive series of exercises so conceived, so arranged, and so administered as to call forth normally and cultivate uniformly the latent powers and capacities of the physical organism. This system of gymnastics is calculated to meet the requirements of every learner and to give his muscles suitable, agreeable and sufficient exercise.

Thus the gymnasium is considered of paramount importance to the institution, and it has come to be to the latter what the heart is to the human structure—the centre and source of its vitality and strength, the spot through which its life-blood flows, and from which is distributed the young, fresh and bright stream that invigorates, vivifies and renews. Its principal object is not to train wonderful athletes, experts in the performance of phenomenal feats of agility and endurance, but to develop harmoniously and to mutual helpfulness each and every part of the material organism. It seeks to put in good, healthy working order every nerve and muscle and tendon and sinew, so that the body may be able to respond to the demands made upon it by the mind.

But what has already been effected in this direction, compared with what should be accomplished, is very insufficient. More is absolutely needed. There should be a decided increase in the variety and attractiveness of the games and exercises both under shelter and out of doors, and also an augmented zest

and genuine enthusiasm on the part of those who participate in them.

Our pupils must realize the fact that their physical organization is unfavorably affected and decidedly undermined by the loss of the visual sense. As a consequence their stamina, compared with those of seeing children and youth, are far below par. But exuberance of vitality, moral alertness, intellectual subtlety, vigorous thinking, prompt acting and unyielding endurance, all of which are indispensable for a successful career, can no more grow and thrive in an infirm constitution, enfeebled by the hereditary taints of disease and debilitated by sedentary habits and in some cases by a variety of harmful practices, than plants and fruits and flowers can be raised in an exhausted, barren and sterile soil.

Hence the first duty and most important task of the blind is to remedy all flaws in their armor, so far as these can be mended, and to put their physique in a perfect condition. It is upon the soundness of the body that they have to base their hopes for future achievements. No superior mental culture, no artistic excellence nor high professional rank can be attained without it. For, as the river Amazon, rising far back among the hills, winds its way at first like a silver thread, then gathers force and volume by the aid of tributary streams, till it becomes a sea by itself before emptying into the vast ocean, so the human mind, having its roots in the convolutions of the brain, grows in strength and magnitude by the nutri-

tion derived from the blood and muscles and nerves of the material structure, until it develops from the tiny springs of infant perception and cognition to the mighty powers and capacities of maturity.

#### LITERARY DEPARTMENT.

Thy first best years, thy first fresh efforts give  
To learning; all beside is vanity.  
Learn, while the glorious sun in heaven rides high,  
And nature groans beneath his fervid scars;  
Learn, when the silver moonlight floods the sky  
Like veil of Artemis on clouds and stars.

— MARGARET THOMAS.

It is a source of much gratification to be able to report, that the condition of this department is satisfactory in a high degree. Diligence and industry both on the part of instructors and learners have prevailed throughout the year, and the best results have followed.

The general course of instruction, the discipline and the various means of developing the minds and influencing the hearts of the scholars have been similar in character and success to those of former years.

Good order has reigned, and the progress made by most of the pupils in their studies and mental culture has been such as will serve, like the accomplishments of the past, to show, that the blind need only the privileges granted to other children and youth in order to acquire a good education and to be qualified for usefulness and respectability in life.

The teachers have not been satisfied with merely a formal routine of service. They have been devoted to their work with heart and soul. They have exercised an ever active ingenuity, and have shown unremitting earnestness and patience, and unyielding perseverance and resolution in overcoming obstacles, in devising improvements and in advancing the best interests of the scholars.

The curriculum of the school, as modified and improved from time to time, has been carried out faithfully in all its details, and has proved to be productive of good fruit in the direction of greater thoroughness in the fundamental things.

Due care has been invariably taken to avoid the waste of any of the means at our disposal on experiments of doubtful utility. At the same time all new educational appliances and processes have been thoroughly examined and fairly tested, and those among them, which promised to be helpful auxiliaries in our work, have been readily accepted and properly used. No spirit of narrowness, no love of lingering traditions nor venerable conservatism has been allowed to influence us in our purpose to keep abreast of the times and to respond promptly to every aspiration of progress.

The methods of instruction and training have been altered and meliorated in accordance with the dictates of rational pedagogy. They have been gradually freed from the taints of empiricism and artificiality, and rising above the experimental stage have reached

a scientific level. All imperfect theories, all false deductions, principles and practices have been discarded as exerting a baneful influence upon the minds of the children and as tending to fetter and dwarf them, rather than to develop and expand them. For the most part the pupils have been put into right relationship with nature and induced to become their own instructors. They have been brought into contact with things or tangible objects, and have been led to examine these, to make investigations and to draw conclusions. They have been told as little as possible and encouraged to do as much as possible. Thus they have been lured into activity, into making research and discovery, and have come to—

Know, each substance and relation,  
Through nature's operation,  
Hath its unit, bound and metre;  
And every new compound  
Is some product and repeater,—  
Product of the earlier found.

This mode of obtaining knowledge at first hand by personal observation and investigation is the only true one. It is based upon the laws of nature. Its value has been so patent to all reformers in educational matters as to command their immediate assent and to receive their cordial approbation. Montaigne and Comenius, Locke and Rousseau, Basedow and Pestalozzi, all have been in turn its advocates and promoters; yet the honor of the full practical application of the theory was reserved for Froebel, and to him

and his enthusiastic disciples belongs the credit of having carefully nurtured and brought it to fruition. But much as has already been accomplished in this direction, more remains to be done to effect a thorough reform. The manner of teaching is destined to receive great modification in the near future, and the true principles are to be yet much more fully developed.

It affords me very great pleasure to be able to state, that the faithful and efficient corps of instructors in our school continues still in service with only one exception. The necessity of placing the boys' department in charge of a young man had become so evident, that a change was unavoidable. Hence at the close of the school term the engagement of Miss Ida J. Phelps, who had for three years filled the position of head teacher with assiduity and fidelity, was not renewed by mutual consent. It was with sincere regret, that we felt ourselves obliged to part with an earnest worker and diligent assistant, whose labors had been characterized by industry, thoroughness and devotion. Mr. Guy G. Furnel, a recent graduate of Dartmouth college and a person of experience in teaching and of marked ability in business matters, was appointed to fill the vacancy.

## EDITH M. THOMAS.

While she sits and makes not least demur,  
Left much to loneliness and forced apart,  
She has companionship to comfort her,  
And hears a constant singing in her heart.

— BURTON.

In accordance with the views and purposes expressed in the last annual report of the board of trustees, the plan of teaching blind children who are also deaf-mute not separately by themselves but jointly with others, has been thoroughly tested in the case of Edith Thomas, and has proved most satisfactory in all respects.

At the beginning of the term Edith was placed in the grade of the school best suited to her capacity, and her education was made to conform in every particular with that of the rest of the pupils. During the past year she has devoted herself to her daily occupations without interruption, and has manifested a teachable nature and eagerness to learn. She has not been allowed to waste her time in entertaining visitors or in exhibiting her attainments to admiring friends and to an interested public. She is truly anxious to be treated like the other girls and to be considered as one of them, and not as an object of curiosity; and her wishes in this respect have been gratified to the utmost extent. Aided by her teacher, who sits by her side and interprets to her by means of the manual alphabet everything that is said and



EDITH M. THOMAS.



done in the schoolroom, she participates in the work of her classmates earnestly and freely shares their tasks. This arrangement has been of great mutual advantage to all concerned.

Believing that a detailed statement of how Edith had been taught and of what she had accomplished during the past year would be replete with interest to educators, scientists and to all men of letters, I asked one of the teachers in the girls' department, who had taken a most active part in the instruction of the child, to write such an account. Miss Frances S. Marrett has responded gracefully to my request, and has performed the task assigned to her with considerable skill and with absolute regard for truth. She has spared no pains in verifying the facts relating to the case at hand and in arranging the materials at her disposal, and has succeeded in weaving the latter together in a narrative, which by virtue of its accuracy, its simplicity and its clear and refined tone, should make most instructive and attractive reading. Here is Edith's story as told by Miss Marrett.

The material for the following sketch of Edith M. Thomas has been derived principally from the records of the period of time between the dates of September 1892 and September 1893. This year marks the beginning of a new epoch in the education of this interesting child; for instead of being taught almost wholly by one special teacher, as in former years, she has been a regular member of a class of pupils of about her own age, under the tuition of the various instructors in the girls' department of the institution. Miss

Markham has continued to be closely associated with Edith, transmitting rapidly to her waiting fingers the lessons, which the other students have received through the medium of oral language. The plan for Edith to have the companionship of others in study, as well as in play, met with her most hearty approval, and she began her work with a smile of welcome, and an evident determination to keep pace with her classmates in their march along the great highway of knowledge. Her increased attention, interest and ambition were regarded as strong powers to break down the barriers to progress built by her habit of resistance to new ideas. Last September, in answer to a question as to whether she would prefer to be at home or at school, Edith said, "Of course, I like my homely friends best; but I want to stay at school and learn."

The branches in which she has received instruction during the past year are; English, including oral and written exercises; reading, arithmetic, botany and gymnastics. She has also spent two hours of each day in the work room.

### *Language.*

One of the chief obstacles in the way of Edith's education has been her indifference to the acquisition of language, and to the importance of the use of correct forms of English. Words are valuable to her only as a means whereby she can express her thoughts and feelings in such a way as to be understood by those around her. Sentences in which her words and phrases lack clear and definite relation to one another are of frequent occurrence, both in her conversation and in her writing. This fault has been specially apparent in her work in botany and zoölogy. In an examination of

any given specimen, Edith proceeds along strictly scientific lines, and she often notes significant points which every other member of the class fails to detect; but when she is asked to record her observations, her statements, though having the element of truth, lack the connection and clearness which should correspond to the accuracy of the observations. It is seldom that she shows any desire to know the meaning of new words with which her fingers come in contact, when she is engaged in reading. The plot of a story can be obtained from its simplest words, and Edith's practical mind, intent upon this plot, is satisfied to pass quickly over the unfamiliar words, which, if comprehended and remembered, would come to her aid like magic powers in a bit of description or narrative and add their own especial beauty and strength. While she does not gain from books and people all that might come to her from these sources, it is true that her increasing interest in reading, and her intercourse with the many friends who can converse with her, are most potent factors in the gradual improvement of her use of language, and she thus unconsciously adds new words to her vocabulary. When Edith is at a loss for a word to aid in the expression of a thought, she, with characteristic self-reliance, coins one to supply the need. "What is your 'spell name'?" she asked her teacher one day. Not being able to divine her meaning, Miss Markham put the same question to her, and then learned that she referred to the initials of her name, and that the coinage of the strange word was suggested by the monogram engraved upon Edith's watch. Sometimes she uses a common word in rather an extraordinary sense as in the following sentences. "Fire crackers are snappish." "The piazza is very high and shadowy." "Where is the big lump of water?"

Edith takes great pleasure in conversing with her intimate

friends : she expresses herself in a perfectly free and natural manner, affording her listeners many a delightful glimpse of her own interesting personality. When, however, she meets with strangers, her social tendencies are not strong enough to cause her to introduce any topics of conversation, or to respond at any length to the questions which are asked her. A contrast to this usual attitude toward unknown visitors finds illustration in the following incident. One morning, in the gymnasium, she met a lady who was an entire stranger to her ; but when the new name was linked with one already familiar to Edith, the child's face brightened, and from that time she endeavored to do everything in her power to insure the lady's comfort and pleasure. She wished to serve as the latter's guide in showing the other features of the school work ; so from the gymnasium she escorted her new friend to the cottage which is her institution home, and invited the lady to be seated in the parlor, while she made ready for her next class. Edith soon conducted her friend to the schoolhouse and presented her to the teachers whom she had not before seen. In short, the exceptional graciousness of Edith's manner during the entire morning made a deep impression upon all who observed it.

For a period of six months, Edith has had regular and systematic lessons in English, which have been productive of most excellent results. An idea of the character and amount of language work which has thus far been required of her may be obtained from the outline given below.

Study of the simple sentence as a whole, then of its division into subject and predicate.

Study of nouns as regards the formation of the plural.

Agreement in number of subject and verb.

Possessive case of nouns.

Division of words into classes as determined by their use in sentences.

The different kinds of sentences.

Special study of the various uses of the noun and pronoun in sentence making, such as subject of verb, object of verb, object of preposition, as subjective complement and as possessives.

Simple work in analysis through the medium of Miss Poulsson's "Stories for little readers."

Drill exercises in the study of noun and pronoun have included :

1. Sentences prepared with blanks for pupils to fill with the correct form of noun and pronoun and give a reason for the form of each word inserted.

2. Dictation exercises for the use of words illustrating a combination of plural and possessive forms of nouns.

3. Original sentences illustrating various relations of words, and also the use of words as different parts of speech.

Edith has showed much originality in the sentences which she has composed in these drill exercises. Here are two which illustrate the required use of "cry" and "whistle." "The cry is in the baby's eye." "The boy's mouth is a whistle." The following sentences show her proficiency in the use of words in their character as different parts of speech. "The sky looks as if it was going to sprinkle a little." "The sprinkle is very little rain." "The boys row the boat." "The row was very long." "The boys' boots are black." "The man blackened the girls' shoes." "The girl's dress is very dark." "The dark is cloudy."

Edith's written exercises have generally been more creditable than those which have come through the medium of the manual alphabet; but the character of each kind of work has varied with her own moods. During the first months of the year, with a few exceptions, Edith's work in English, as in every other study, was very satisfactory; but later, especially

in the spring term, there was a marked decline in her rank as a student. It was evident that she had grown somewhat tired of the school routine and desired a change. Unfortunately, ambition and love of knowledge had not developed within the child in sufficient measure to prevent the feelings of resistance to study from becoming dominant and everywhere exerting a bad influence. Her attitude in the class-room was frequently rebellious. She would say, "it is too hot to study," or "I do not want to study." The review work proceeded with very little voluntary coöperation on her part, and consequently her recitations did not indicate much intelligence with regard to the subjects which had at first been so earnestly and faithfully studied. She seemed to realize the consequence of her spirit of indifference; for she told one of her classmates that her rank in English would be very low, and she also denominated herself "the dullest scholar in the class." The regular course of language study has been occasionally varied by the writing of compositions. Two of Edith's efforts in this line of work are here reproduced. In each instance the subject was given to the class, and a plan for dealing with it, obtained from the pupils. The ideas brought out in the following compositions are in part original with Edith.

#### OUR GUEST.

April is our guest. She has visited us twenty-six days. She is a warmer month than March but this year she is not as warm as she should be. When April had been with us a few days March came back and brought snow and cold so April could not do her work fast. She is a nice month. She brought her friends the buds and bushes and grass and the birds have come to sing to us.

The ground is hard in winter because it is frozen. April make it soft with sunshine and rain. April stays with us thirty days.

BROADWAY, SOUTH BOSTON, June 7, 1893.

DEAR COUNTRY FRIENDS,— Do you enjoy the country as much as ever? I am living in the city and I am having a fine time with the other birds. Are you having a good time? Do you sing with the birds. The birds in the city have built their nests on the shady trees and they have baby birds sleeping in the nests. When they get strong enough their mother will teach them how to fly. It looks beautiful to have the nests built in the shady trees don't you think so. I think you have had a home to sleep in.

From the birds in the city.

The following represents an entirely independent effort in description.

#### THE SEWING MACHINE.

The sewing machine is used to stitch cloth with. On the top of it is a place where the thread is and a pole for the spool to stand on. The needle is at the left, the needle pulls the thread down and it meets the other thread that is in the shuttle.

Under the needle is the foot and we put the finger on it to guide the cloth, and under the foot is a little rough place, and when the foot goes down it holds the cloth, and when the needle is near it the little rough place pulls the cloth like many fingers. There are two doors for the shuttle to go in and a little place to hold it while it moves. In the shuttle is a bobbin to wind thread on and that thread goes under the cloth, and the other thread is on the top. There is a handle to move the needle down and up. The wheel is at the right to start the machine first, near that wheel is another little one which I wind a bobbin on. It has rubber on it, but the wheel that I start, has a band on it, and it moves the little wheel easily. On the wheel is a place that I turn so the needle will not move while I wind the bobbin. There is another wheel under it which is larger than the first. It starts before the other. There is a place to put the feet on beside that wheel. Inside of the machine is a place for the oil. The oil makes the wheels go easily.

Edith's mental development has not yet reached a point where she can appreciate or enjoy a truth presented in any abstract form. For some time in the household of which she is a member, quotations were a source of entertainment during the dinner hour. She was asked to contribute one in her turn; and although she obediently learned and repeated whatever was selected for her, her feelings in reference to the imposed task found vent in the following bit of conversation with her teacher. "Quotations make me miserable. I hate and despise all nice things. Do you hate all nice things?"

Edith is now perfectly familiar with both of the systems of writing which are taught in our school, and the written exercises required in connection with her daily lessons afford practice in each of them. Letter writing is an occupation of which she is exceedingly fond. During the long summer vacations many letters sent to teachers and schoolmates attest Edith's loving remembrance of them. In writing to her institution friends she generally makes use of the Braille system as an easier and quicker medium for the transfer of her thoughts; while pencil, paper and grooved board are her resources for letters to other friends. Letters to schoolmates with whom she is intimate contain appellations of a fanciful sort. "Pansy-blossom" is Edith's favorite pet name. The use of such words to denote affection was suggested to her by the reading of "Captain January" and she frequently applies to her dear ones the names which are given to "Star" in that charming story.

Here are some of her letters.

MALDEN, MASS., Aug. 8, 1893.

MY DEAR MISS BENNETT,—I got your letter this morning and was very much pleased, I enjoyed reading about the wasps. I am having a nice time with my sisters. We play Queen of the

May. Yesterday it rained and thundered and lightened, it frightened us terribly. I could feel the thunder rolling and roaring. It made the house shake, it thundered a lots of times on Sunday and yesterday. I am going to Salem Willows with mamma and to the beach and stay all day, and I am going to swim in the water. I am in my own room sitting by the window beside my bed. My bird sends his love to you. I got two letters today one from you and one from Annie Ricker. I have finished the books I brought from the school. Little Women and Twelve Popular Tales. It is only six weeks more before we go back to school. I hope you are having a fine time at home. Please give my love to Mrs. Knowlton. I had a letter from my grandma telling me about a hedgehog and sent me some quills.

from your loving friend

E. M. T.

MAPLEWOOD, MASS., Tuesday August 1, 1893.

MY DEAR MISS BURNHAM,—I received your letter this morning and was very happy to hear from you. I am having plans. I have a great many plans which will take me all day to tell you all. A few weeks ago we went to three picnics and had splendid times. Yes, I do help my mother and take care of my dear little sister Josephine. I call her Jo. I had two letters this morning, one from you and one from my dear grandma. I enjoyed hearing of the kittens. I have only written to Lottie, Rose, Annie, Harriet, and to the teachers and matron, Miss Bennett, Miss Lilley, Miss Townsend, Miss Houghton, Mrs. Gleason, Mr. Whiting, Miss Marrett, Miss Markham. We have three baby kittens, their names are Blossom, Pansy, May flower. Blossom is my own kitten. I am going to the beach and stay all day with mamma and I will swim in the water. I am going to Salem Willows too. I am lovely and sincere every day. I read Little Women and I love it so much that I did not like to finish it but I have just finished it.

Write soon I shall look every day for it until it comes be sure.

Goodbye from your sincere                   EDITH M. THOMAS.

This is one of her invitations to a birthday tea.

My dear Pansy blossom, You are invited to come and take tea with me the eighteenth of October, Wednesday Eve. Somebody beside you is invited to tea too.

Love from your schoolmate

EDITH.

MAPLEWOOD, MASS., July 7, 1893.

MY DEAR ANNIE,—I received your kind letter this morning, I enjoyed your letter very much and I thought I would answer it today. Last Monday whole of the family went to Pine Banks and took our luncheon, when we got there we took off our stockings and we could feel the pine needles. We covered our bare feet with pine needles. The grounds were all trees, boughs and very slippery with pine needles and the banks were high and boughy. We had many slips and I fell head and heels but we did not hurt only my smallest sister Josy. I wish you were going with us. We made wreaths and sashes of great woodbine leaves which were cut by Nature. We marched and wore them a long time. After we had eaten our luncheon we piled pine needles to take home. We put some in Fred's coat and made a fat doll without any legs or head, it had two fat arms without any hands. Its name was Pinney Tree. Would you like that fat doll Pinney Tree? Then we went to the swings. I sat down with mamma and played story. I had some candy to sell, real candy. I went to walk and I was getting some play money to buy some crackers and I bought some and came for more play money to buy more but I bumped my nose on the table when I touched the ground to get a piece of stick for money. I did not quite know where I was going and after that I sat down and sold crackers myself and I saw a girl holding a kitty on that table and I patted her, the table was very narrow as a seat on the heights in South Boston. Would you like to be buried with pine needles? It would make you smell sweet as the flowers. I got pine needles in my hair and shoes and neck, it itched me. When I was going home a girl gave me a banana and I said to her with my mouth, thank you. We played Old

Mother Gray. When I get back to school I will play with you. The Fourth of July I got a horn, all did, and every one blew their horns and made a great big noise. There were guns and fire-crackers and lovely lights and pistols. I felt the noise like bursting a paper bag open in the air many times. I was frightened terribly because I did not like it at all. I never felt it until two years. Did you celebrate? Everyone at my home did. I like to celebrate. We had flags and red lights and pinning wheel. Fire-crackers are snappish. Last Sunday I went to Sunday School with my sisters. Last Wednesday Nellie and Josie and I went to a grove and took our dinner. We sat and talked. There was grass and pine needles and stones. There was no straight ground all stone and hard to climb as pine banks was. Lillian Ellsworth came up in the grove. We went to Lillian's yard and she gave us pansies. We played Old Mother Gray and drop handkerchief and school and counting tickets and I got fifteen cents. Yesterday we went to Pine Banks again and we had a very nice time. I am on the piazza sitting by Nellie writing to you. I have written you a terrible long letter. Write me soon.

Goodbye for your loving friend,      EDITH M. THOMAS.

### *Reading.*

One of the strongest indications of Edith's mental growth is her increasing enjoyment of books. Within the past two years she has formed a habit of taking them from the library, like the other girls, and reading them by herself. Indeed, reading is now one of the principal resources of the recreation periods of her school life; and in her long summer vacations, books are counted among her most cherished friends. Last summer she was happy in the companionship of the "Little Women," whom she had first met and loved in schooldays; and she was also introduced to the interesting characters of fairy lore found in "Twelve Popular Tales." "Bible Stories" and Andersen's "Fairy Tales"

were the chosen books for the previous summer. In talking with Miss Markham about the last mentioned volumes, she gave decided preference to the "Bible Stories," because she believed them to be true. She said that she had read every page of them. She spelled to her teacher with great pride, some of the long names which they contained, and also recounted much of what she had learned concerning the heroes of the Old Testament. "Black Beauty" was selected for the daily reading lessons of the class which Edith joined last September. The story had been enjoyed by the same class two years before, during the evening reading hours, and Edith had then shared in the pleasure of it, as she received from the fingers of her teacher the words to which the others listened. Great delight was manifested by all in the return of their dear friend in a way which afforded them an opportunity for a very intimate acquaintance, and the reading from the book, fresh from the printing press for the blind, was characterized by earnestness and animation throughout the entire story. Edith read a paragraph in her turn to her teacher, and Miss Markham pronounced the words aloud as fast as they were spelled to her. Edith's rate of reading, as compared with that of the other members of the class was at first slow; but she gradually increased in speed until, when the signal came for her to read to her teacher, her fingers were very near the first words of the required paragraph.

Edith was much amused by the word "Merry legs." She laughed heartily when the little grey pony was introduced to her, and she never afterward read the name without smiling. A friend of Edith's who is very quick in her motions was much surprised by an application of the word to herself. Meeting her in the hall of the school building, one morning, Edith said roguishly, "Good morning, Merry legs!" One

day, she came upon the name of the little pony rather suddenly, not having read anything about her favorite for quite a long time, and she spelled at once these happy words of greeting, "I am glad to see you Merry legs. Are you glad to see me?" When the story of "Black Beauty" was nearly finished, she said with an expression that gave pathetic emphasis to her silent words, "Only one more page, I am very sorry." In December the class began to read Hawthorne's "Wonder-Book." The change was not a welcome one, and it was particularly hard for Edith to lay aside a book which had been a source of such pleasure, in order to take up a volume of myths in which she felt no interest; but she showed a sweet willingness to accept the choice of her teacher, even though it did not at all accord with her own desires. As she read from the old story of King Midas, the magical power of "the golden touch" seemed still to exist, for it suddenly brought a smile of sunshine into her clouded face, and resting upon her mind and heart kindled in them sparks of interest and pleasure, which have ever since shone forth when she has journeyed into the mystic realm of fancy. Of the other stories of the "Wonder-Book" she liked best the one telling of Bellerophon and the beautiful winged steed Pegasus. Two volumes of "Little Women" occupied the class for the remainder of the year. They derived much pleasure from Miss Alcott's charming pictures of real life. Edith, with the others, delighted in the realistic nature of the story as shown by its faithful record of besetting sins as well as of cardinal virtues. When Edith had read the chapter which tells how Jo, Meg, Beth and Amy played "Pilgrim's Progress," she expressed a desire to know something about this book, and soon took it from the library. She could not of course interpret the allegory but it interested her very much, and she asked

many questions regarding it. She made some strange and amusing applications of certain words which were added to her vocabulary through the medium of this book. A bead basket, very nicely made, was one day presented by Edith to a friend with the accompanying note. "For the Christian who brought me some ice-cream." During the past school year, in addition to the four volumes carefully read in class, Edith has enjoyed by herself, "What Katy Did," "Boys of Other Countries," some of Whittier's poems, "Pilgrim's Progress" and "Captain January." The last mentioned book possessed a special charm for Edith. The dialect of the story was new to her, and she used it now and then in her own conversation. One day she was so obstinate that she was sent to her room for an hour; but she soon appeared before her teacher with a slip of paper upon which she had written, "I be'nt bad any more, the Lord has delivered it out of me." As she sat alone one afternoon reading "Captain January," she found many words and phrases which amused her very much. She wished to tell her teacher about them when she returned, and lest her memory should prove treacherous she secured the aid of slate, paper and stiletto and wrote them all down. Conspicuous among the very funny things which she recorded was the sea-song beginning,

"Boney was a warrior.  
Weigh ! heigh ! oh ! "

At the present date Edith is enjoying in the evening reading hour Mrs. Stowe's sweet story of "Pussy Willow." That she appreciated the beauty of the visit of the fairies to the little girl's cradle indicates a development of her imaginative power.

*Arithmetic.*

Edith's progress in arithmetic has been much retarded by her particular aversion for this branch of study. Many serious mental and moral conflicts have been occasioned by the requisition of work with numbers, and in no other class are Edith's varying moods more quickly discernible. Under favorable conditions of mind and temper she performs very cheerfully and well the problems assigned her; but if there is the slightest cloud in the atmosphere of her nature, a storm of perversity is quickly developed which must be thoroughly subdued before she can give any heed to the questions to be solved. Oftentimes during the period of recreation succeeding an arithmetic lesson, when the other members of the class are enjoying themselves out of doors, Edith remains seated by her desk with her type slate before her; while her face and gestures afford pathetic evidence of the strength of the contest which the forces of good and evil are waging within her breast. The final triumph of right is indicated by the earnestness with which she applies herself to the solution of the problems, and it is generally noticeable that when there is such special concentration of mind, a correct answer is quickly obtained. The following schedule shows the work which has been required of the class during the year.

Operations and problems in hundreds and thousands. Problems of two or more steps in United States money. Addition and subtraction of decimals (tenths, hundredths, thousandths). Multiplication and division of decimals by whole numbers. Reduction. Tables of liquid and dry measure. Tables of weight. Problems involving use of tables. Practice in estimating capacity of various receptacles. Practice in estimating weight of various objects.

Edith's work has differed from that of her classmates both in quantity and quality. Lack of steadfast attention to the daily lessons has made her record in the number of examples performed below that of the average pupil of the class, and from the same cause her mind has not proved equal to the solution of the most difficult among the problems, although these have been readily solved by the other members of the class. In one particular, however, she has stood without a rival. Her teacher states, that Edith has seldom failed to give a perfectly correct estimate of the capacity of a given receptacle or the weight of a given object, and that, when she has made a slight error, it has been exceedingly difficult to lead her to detect it, owing to her firm conviction of the exactness of her estimate. The success which Edith has thus far achieved in arithmetic has been undoubtedly due to the spirit of ambition, by which, in her best moods, she has been animated. One day she guessed a great deal instead of thinking. Her teacher tried to spur her on to accuracy by telling her that she was behaving like a little girl, and thus getting behind her classmates. With apparent appreciation of the alarming situation Edith exclaimed, "What a misfortune," and she responded with correct answers to the questions which followed this conversation. To test her teacher by giving wrong answers to even the simplest problems is a bit of oft-repeated naughtiness.

The marked improvement which has been noted during the year, and the fact that for the most part the assigned work has been well and cheerfully performed, are to be regarded as hopeful signs for Edith's future mathematical studies.

*Science.*

Zoölogy was the medium through which Edith was introduced to the world of science. Here, as a member of a class of students, she came into direct contact with the typical forms of animal life. Her observations were usually correct and her statements oftentimes unique, but never ambiguous. Her work in zoölogy did much to familiarize her with simple language ; but doubtless its greatest value was in the intellectual companionship of others which it afforded.

Her study of botany began last autumn with the subject of fruits, and she was one of the most enthusiastic pupils in the class. She examined with great care and interest every specimen which was provided for illustration of the lessons ; but it was exceedingly difficult for her to express completely and well the knowledge gained from her independent observations. She did, however, improve very much in this respect by continual practice in the expression of her own ideas, as well as by the attention, which she was able to pay through the interpretation of her teacher, to the recitations of the other scholars. Her interest in botany extended beyond the walls of the school-room. One day when she and Miss Markham were visiting a friend, she surprised her teacher by giving a correct classification of all the varieties of fruits which she enjoyed for dinner. A special study of the seed, root, stem, leaf and flower followed that of the fruit in the cycle of plant life. The botany lessons furnished a stimulus to practical investigations, as Edith roamed at will about the school-yard. The trees and shrubs and garden plants grew dearer to her as she came into possession of a magic key, with which to unlock the mysteries of their wonderful and varied forms. With the approach of spring-time it was very beautiful to note Edith's interest and de-

light in watching day by day, and, I might say, hour by hour the unfolding of the buds; for during the brief recess which followed each recitation-period she could be seen standing by the lilac bush examining the buds which Nature had put within her easy reach. She said one day while her face lighted up with her brightest smile, "I like to be out of doors all I can to watch the leaves and flowers grow." It was indeed a wonderful time for Edith, when by means of her delicate touch she could have a share with those who see in the pleasure of spring's sweet miracle. Buds and branches were examined in class as well as out of doors, and the pupils kept a daily record of their independent observations. Here are several extracts from Edith's spring journal.

APRIL 11. We examined the buds of the elm tree today. There are two kinds of buds, leaf bud, and flower bud, the leaf buds grow from the end of the branch. The flower buds grow from the sides. The flower buds are alternate in the branch and are larger than the leaf buds because they begin to open first. The buds are covered with scales to keep them warm in the winter. When the scales fall off the leaf buds, they leave rings in the branch. We can tell how old the branch is by the rings.

APRIL 12. Today we are examining the branch of a horse chestnut tree. We find a large terminal bud with nine sticky scales all around it. There is a baby bud under the scales in the side of the branch. The arrangement of the buds is opposite. We find seven leaves which look like hands with seven fingers and long wrists. They are covered with soft hair. They feel like velvet. Half way down the branch there is another bud and at the bottom there is a baby one. This branch is three years old. There are scars on the branch where the leaves fell off in the autumn.

APRIL 13. Today we examined the branch of the maple tree. We saw the leaf buds and open flowers, the leaf buds were at the

top end of the branch. The flower buds were on the side, the arrangement of the flowers on the branch is opposite. There were many flowers at the node. We saw the stamens with fine dust on them. These threads were stamens. The leaf buds are protected by scales which fall off when the buds open and leave a ring. When the leaves fall off they leave a little scar.

The first principles in the analysis of flowers were obtained from the tulip, and the following description was written by Edith after a careful study of the parts of the flower and a brief oral recitation in which the names for them were supplied and their uses considered.

#### THE TULIP.

The tulip has four parts. They are called calyx, corolla, stamens, and pistil. The outside circle of leaves in the flower is called the calyx. The inside circle of leaves is called corolla. The calyx has three parts. One part is called sepal. The corolla has three parts. One of the other parts is called a petal. Next we find six stamens. The stalk part is called filament. The top is called anther. The anther is full of dust called pollen. When the calyx and corolla are much alike as they are in the tulip we give the name perianth.

The pupils were required to prepare a written description of every plant which they examined and Edith's work in this line was usually quite creditable. Twenty-five flowers were analyzed during the spring term of school and the chief characteristics of the families represented by them were carefully noted. Letters written during the succeeding summer indicate that even in vacation-time the impulse given to the study of nature was still felt. The home garden became to Edith the sweet scene of many observations of leaf, flower and fruit, and the woods and fields were visited with fresh interest and pleasure.

*Gymnastics.*

The gymnasium is the place of all others in the institution where Edith most delights to be. Here she is her happiest, best self, and she executes the orders given her with the zest and accuracy of an enthusiast. Not the slightest sign of fear can be detected in any of her movements. She is ready and willing to mount the ladders, and climb alone to the highest place in the gymnasium, and she is allowed a full share in every sort of exercise which is required of the other girls. Freedom and energy characterize every motion; but as yet the beneficial results of the physical training which she has received have not manifested themselves to any marked extent in her carriage when away from the gymnasium. When walking alone in the yard or about the school buildings, she moves with a shambling gait which is quite unpleasant to behold. This strange contrast may be explained by the feeling of perfect safety which must come to Edith in the gymnasium because of her knowledge of her teacher's constant presence and watchfulness; while in the care of herself, as she goes alone from place to place, she must feel at least a slight degree of uncertainty, which is quickly indicated in her gait. She seems to smooth out a path for herself with her feet as if anticipating contact with some unusual obstacle, and this awkward movement in walking has become so much a habit that it is not wholly abandoned even when she holds the hand of a friend. An arrangement has, however, been recently made, whereby for one hour of each week the school-yard becomes the scene of the gymnastic lesson, and it is hoped that the present awkward gait of the child will soon give place to one more natural and graceful.

Edith's idea of direction has been mentioned in previous

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reports. It is still one of her most marked characteristics, and is exhibited again and again to the astonishment of all observers. She has firm faith in physical exercise as a source of true health. Very often when she hears of people who are not well she will say: "If they would do gymnastics they would be strong."

A favorite amusement of Edith's is to pose as a gymnastic teacher. She can guide two girls through quite an accurate drill. By standing in front of her pupils, and putting a hand upon the head or the shoulder of each, she can determine whether they are keeping time or not, and responding correctly to the given orders. Each order is spelled into the hand of one pupil who repeats it orally to the other. If any command is not executed in the desired form, she will, with characteristic quickness, swing her body half-way round, so as to face in the same direction as her pupils; then securing their attention with the words, "see me," she will proceed to illustrate the given movement for their instruction.

### *Manual Training.*

Success almost always attends Edith's efforts to do anything with her hands. Two hours of each day she spends in the work school, where she has drill exercises in practical sewing, knitting and crocheting, and is also taught how to fashion many a pretty fancy article. Slippers, bags, pen-wipers and dainty edging come forth in quick succession from the deft fingers of this little girl. One of the most creditable specimens of handiwork sent from the girls' department to the World's Fair was a fancy bag, which Edith had made. During the past year two hours of every week have been devoted to machine stitching, and the hems of many pillowcases and towels testify to Edith's proficiency

in this new line of work. Edith has also been instructed in the art of hammock making. Her knowledge of the making of large hammocks was soon skilfully applied to the construction of a small one for her doll, and with characteristic thoughtfulness she announced her intention of making several more for the comfort of certain other dolls, whose mammas could not easily provide them with such luxuries. Edith exhibits great ingenuity in her undirected efforts in needlework. One afternoon she visited the Posse Gymnasium, where she saw for the first time a suit consisting of a blouse and a divided skirt. She examined this costume with much interest, and soon after her return home she cut and made for her doll a suit which was an exact copy of the one she had then observed. The next morning after she had finished this work she brought the doll to school in its novel attire, and showed it with much pleasure to the friend whose costume she had so skilfully imitated.

When Edith was told that a doll's fair was to be held in Boston for the benefit of the kindergarten for the blind, and that she could assist in the good cause by the use of her needle, she gladly devoted every moment of the time spent in the work room to the dressing of a doll for the fair. Her heart was in her work, and it therefore represented her best efforts. She had herself experienced the joys and comforts of the kindergarten, and she was eager to do her little part toward bringing others within the circle of its blessings. Every stitch not deemed worthy of the object for which she worked was cheerfully taken over again, and the dainty clothes when completed were such as any seeing child of her years might well have been proud to show. In her sloyd class Edith made a very pretty chair for her doll.

She has had regular training in sloyd with excellent results, from the time of her first lesson with Mr. Larrson in

the spring of 1890 up to the beginning of the past school year, when she proceeded to advanced work in the sewing department by the use of the machine.

### *Articulation.*

Owing to Edith's lack of interest in oral language, it has not been deemed advisable to devote much time or attention to the study of articulation. She makes very little use of the sounds, which she has been taught, and it is seldom that she attempts voluntarily to say anything with her lips.

### *Characteristics.*

The sunny side of Edith's nature is a thoroughly attractive one. She has a very affectionate disposition, which manifests itself in her intercourse with almost all she meets; but like most children she has her favorites. Among the teachers in the girls' department of our school there is one of whom she has always been particularly fond. Such a subtle sympathy has ever existed between the two, that even before her friend could make ready use of the manual alphabet, Edith was content in her happiness of association with her, without the use of other language than that of the heart. For some time it was Edith's custom to spend a part of her afternoon recreation hour with the teachers in one of the school-rooms. It was her delight to sit near her especial friend and to watch her as she prepared material to aid in the instruction of her classes. Map-making was a process in which Edith was much interested; but what she enjoyed more than anything else, was to examine the apparatus provided for the class in physics, and experiments were often kindly performed for her sake. The power of attraction of the magnet was a very wonderful revelation to

her, and for some time she was absorbed in its mystery, as again and again the iron filings clung to the bar of steel. Suddenly after the armature had been placed on the ends of the magnet, Edith was surprised to find that although she held the magnet over the filings, it failed to attract them. She looked troubled for an instant, then with a smile born of perfect faith, passed the magnet to her friend, saying, "it is dead, make it alive again." One day she was invited to make the acquaintance of the electric battery. When asked whether she liked the sensation experienced in the hand grasp of this novel introduction, she replied with comical indecision in word and countenance, "no, yes, no, yes, but no," with marked emphasis on the conclusive word.

Among her schoolmates there is one to whom Edith gives her love in fullest measure. This friend has always shown in every way most tender and affectionate thought for Edith, who fully reciprocating the affection tendered her is especially happy in a sense of her companionship. Soon after their first meeting she invited Annie and another schoolmate to spend an afternoon with her. She received her guests in her most hospitable manner, introduced them to her large family of dolls, and showed them all her other treasures in such a way as to make them feel at once that they were welcome to enjoy all of her possessions. Candy and peanuts had been provided for refreshments, and they were divided among the guests by the generous little hostess.

Edith is very fond and proud of her little sisters. When they come to the institution to visit her, she conducts them all over the school-buildings and the grounds, and is most zealous in her endeavors to give them pleasure. There is an element of pathos in the eager desire, which she manifests, that every one should know that her sisters can see, and hear, and speak with their lips. Edith's attachment to

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friends and places finds frequent expression in her conversation. When she is at school her mind often reverts to the dear associations of home, and in the midst of vacation pleasures she keeps a faithful record of the passing of the days and weeks in joyful anticipation of the beginning of a new term of school life, and the meeting with her many friends at the institution. Edith is quite dependent for her enjoyment upon the sense of companionship. Her disposition is a constant testimony to the truth of the saying, "happiness is not perfected until it is shared." When asked if she had visited a friend who was ill, she answered, "no, she does not want anybody," and then stated the contrast in her own case by saying, "I do want somebody."

One day Edith applied to some friend an unusual phrase of endearment. Being questioned as to its origin, she replied quickly, "I found it in my heart." When she was told that four of the teachers whom she had long known and loved would not return to the institution to continue their work, she felt very sorry, and her regret was deepened by the thought that it might be a long time before those who filled the vacant places could talk with her by means of the manual alphabet.

The evening of Edith's thirteenth birthday was made memorable by a party, which was a genuine surprise to her. It was most interesting to note the expression of mingled astonishment and delight on her face, as one by one the guests were recognized, and she stood in the midst of a circle of loving teachers, classmates and other dear friends. She accepted with a pleasing simplicity and modesty the many gifts and attentions of which she was that evening the recipient. The climax of her happiness was reached, when she became the possessor of a beautiful canary bird in a cage,—a token from the zoölogy class of which she was

then a member. The children chose to have the presentation of their gift introduced into one of Edith's favorite kindergarten games. At a given signal all the company formed in a circle, several children were put inside of the ring for birds, and the game proceeded according to the words of the following song,—

Fly, little bird, fly round the ring.  
 Fly, little bird, while we all sing :  
 Then fly down to some child's feet.  
 Who will sing you a song that is soft and sweet.

Stay, little birdie, stay with me,  
 Stay, and my little birdie be :  
 If you'll stay, I'll treat you well,  
 And give you a cage wherein to dwell.

When Edith bent over to stroke, as she supposed, a little girl who had fallen down at her feet, her hand encountered instead a cage ; and a motion against the bars indicated the presence of life within. She was quite overpowered by the strength of the surprise, and it was some time before she could realize that, in truth, a little bird had at last come to stay with her and be her little bird. For the remainder of the evening she could think and talk of nothing but her beautiful canary, which has ever since been the object of her fondest love and care. The promise made that evening in the words of the song has been most beautifully fulfilled. Edith is extremely fond of pets of all kinds : anything which possesses life is sure to appeal warmly to her sympathies. She made a pretty picture one day, as she stood upon the lawn of the school-yard, holding one end of a long string, while a kitten sported at the other end, sending to Edith knowledge of its lively movements by its violent twitches at the cord, thereby causing her much amusement.

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Until quite a recent date the imaginative faculty, which in so large a measure constitutes the charm of childhood, has seemed to be dormant in Edith's nature. A year ago last December, the teacher in charge of a composition class, which Edith had joined, asked each of the pupils to write a note designed to accompany a Christmas gift. Edith had been devoting some of her leisure moments to the making of a present for her mother; but since it was not then completed, it was apparently impossible for her to imagine it all ready to send away, and to write a note suitable to accompany the finished article. After a good deal of perplexity caused by the teacher's request, she began a note in her own practical manner as follows: "Dear Mother, I am making you a Christmas present." In those days Edith could not enjoy a fairy story or feel any sympathy with the personification of an inanimate object. The language of bird or brook or tree, as interpreted by poet or by prose writer, failed to excite in her either interest or pleasure. Even her childish plays were founded upon the events of real, every day life, and never upon pure fancy. One evening as Edith showed signs of being sleepy, a friend suggested that she had been visited by "the sandman." The bit of nursery lore brought to her mind by this allusion caused her much perplexity at first, because of her literal acceptance of the statement. Even after the mystery had been dispelled by an explanation of the legend, she did not grasp its full meaning, or appreciate the appropriateness of its application. Though she still shows a decided preference for stories of a practical character, she now derives some pleasure from those the scenes of which are laid in fairyland. Her own conversation and her plays indicate that her imaginative faculty is at last thoroughly awakened, and that it is being developed day by day. She now ascribes to the canary

bird a language, which her love interprets, as she stands by its cage and feels upon her face or fingers the gentle touch of its bill. Whenever she supplies it with fresh seed and water it says, "Edith, I thank you," and it very often summons her to its cage by calling her name.

A schoolmate of Edith's told me that one afternoon when she was standing with her by a window, Edith suggested that they should talk to each other of what they imagined they could see out of doors. Soon the familiar school-yard was transformed by Edith's fancy into a charming bit of fairy land, dotted with tiny white buildings, and peopled with merry little elves dancing in and out among the flowers and grass blades or resting in their cozy, pretty homes. The doings of the Pygmies as recounted by Hawthorne in his "Wonder-Book," undoubtedly supplied Edith with the ideas for this particular fancy, as the story at that time formed the subject of her daily reading lessons. An original game entitled "Queen and Fairy Goddess" is thus described in a letter which Edith sent to a classmate last summer. "I play queen and fairy goddess and wear sashes and a wreath of yellow, pink and white paper flowers. Nellie is a princess and I touched her with my wand and said, 'go to the woods and eat the sugar I gave you, if the wolves should touch you, my princess,' I was queen and told the princess what to do." She adds, "that is my favorite play. I am the only one who knows how to play everything in that sort of thing."

Edith's powers of imitation are frequently illustrated both in action and in language. She appeared before one of the teachers with a bead-basket in her hand, and requested her to guess for whom it had been made. The teacher tried several times to do so; but as she failed to name the right person, Edith said, with a very pedagogical air, "Miss C—

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is a quick guesser, and I want you to be." A letter sent to Edith during the summer vacation had been written out of doors and dated, "Hammock, Under the Maples." When her reply was received the reader was much amused to find, that Edith had made use of the idea of very special locality as forming part of the heading, by beginning her letter with the phrase, "Under the piazza." Edith is exceedingly fond of fun and frolic. "I am very playful" are her own words in recognition of this trait. Much of her mental energy is expended in devising means of amusement for herself and others, and she has now numerous resources for entertainment. The inclination to play has always far outweighed, in Edith's nature, the disposition for work, and her intellectual development has been seriously impeded thereby. Slowly, yet we believe surely, these two tendencies are being brought toward the point of balance.

Edith's power of imitation is exhibited in a superlative degree in the games which she invents. She uses as her materials whatever is of most interest in the experiences of her own life. When she first came to South Boston she played "school" and "church" a great deal. Especially did she like to reproduce in the form of a game her impressions of a church service. Chairs were arranged so as to suggest pews, then each person in the congregation was provided with a book, and soon all were requested to rise and sing a hymn. This opening hymn was immediately followed by the passing of the contribution box, and after more singing the service was ended. Simple indeed it was; but it undoubtedly reflected all that had most strongly appealed to Edith during her attendance at church.

Domestic scenes are frequently enacted by the girls. Edith generally plays the rôle of the "mother of the family," and the care of her house and children is assumed with an

air of grave responsibility. No misdemeanor on the part of her children is allowed to go unpunished, and special virtues meet with sweet rewards. Edith has a large number of dolls, which until recently have played an important part in many of her games. When she returned to school this autumn she did not bring back any dolls. A certain "grown up" feeling, which has lately taken possession of her, may account for the laying aside of these special joys of childhood. Sometimes while she is in a quiet mood, Edith will invite one of her schoolmates to be her little girl, and then, holding her in her lap in true motherly fashion, she will entertain her with "pretty stories." Upon one occasion, when two of her friends were about to take leave of her after a visit of a few hours Edith said to them, "I will go with you to the car"; so she accompanied them out of doors, walked a short distance, and then in her imagination stopped a car by a signal from her uplifted hand, assisted her guests to get on board, and waved a "good-bye" as the imaginary car bore them swiftly toward the Fisher cottage.

Games in which the exercise of running enters largely are the ones from which Edith seems to derive the most enjoyment, and the precious grass-plot in the school-yard is her favorite playground. Here during the recreation time she may often be seen, indulging in an animated game of tag. Sometimes she is in imagination a spirited horse, or again, the driver of one, the apron strings of her companion serving as reins to establish the necessary means of communication between the steed and its master. Once, at least, in early summer, before the close of school, an opportunity is granted the children to romp in the new mown grass of the lawn, and Edith is then one of the gayest spirits of them all. In winter the out of door sports are not discontinued. "Nature's white blanket" affords compensation for the loss of the

grassy playground. Snow houses and snow images stand as witnesses of many a happy hour and testify to the skill of the hands that formed them; while games of snowball furnish opportunities for more lively action.

Edith seldom alludes to her great physical deprivations, and she does not apparently suffer from the consciousness that avenues of sense open to others are closed to her. She has once or twice referred to the period before she received instruction as the time when she could not talk with anyone, but was constantly in the dark. When told of a plan which had been made for her to take a trip to Washington with her teacher, she asked, almost as if addressing herself, "why can I not go alone?" Then turning quickly to her teacher, she gave the response to her own query by saying: "No, I want you to go with blind Edith."

The spirit of happiness is one of nature's choicest gifts to Edith. Her sunny smile, joyous activity, merry laugh, and bright conversation all bear witness to the abiding presence of this sweet gift. The following sentences are culled from letters which she wrote last summer. "Bird and I are happy together in the sunny window where I sit in my room." "I am happy all the time, I am teaching my sister Nellie how to make a chair out of beads." "I am happy forever now, and fine tempered all the whole summer, no evil came." Edith delights in blessing other lives with the same gift, which she herself possesses in such abundant measure, and her own joy is much increased by a knowledge of the happiness of her friend. In a letter to a dear schoolmate, after describing her summer pleasures, Edith writes: "I hope with all my heart you are having a splendid time." She is very quick to appreciate any plan that is made for the purpose of giving her pleasure, and seeks means to repay it at her earliest opportunity. She is ready and willing to lend a

helping hand in any way in which her assistance is desired. She has never shown the slightest annoyance at being asked to perform a service for another. A message intrusted to her is delivered with perfect promptness and accuracy. If interrupted in her attempt to fulfil her commission, she will state briefly why she cannot be detained, and then hasten onward. Until last October Edith's domestic work at the institution had consisted only of the care of her room, and this always gave evidence of her innate sense of order and neatness. There are certain tasks in the cottage and the school-house, which are regularly performed by the pupils. Edith seemed much pleased, when last autumn, as she entered upon the broader life of the school, she was told that she could share in these duties by helping to wipe the supper-dishes, and by dusting two of the music-rooms every morning. Though generally very faithful in the performance of tasks thus assigned to her, she did not perform them with the highest motives. Her attention being one day called to the fact that she had not dusted a room thoroughly, she said, "I have never been scolded for not doing it well." After a re-proof had been administered, her work was always perfectly satisfactory.

Edith has a remarkable idea of the lapse of time. So very accurate is this inherent sense that it often proves a surer guide than her watch. Strict reliance on her watch will sometimes cause her to be a little late to the class-room; whereas, in the absence of it, her questions show a surprisingly correct estimate of the passage of time. She will ask whether the lesson is nearly over (or about to begin) almost at the moment when the bell rings, which divides the school-day into periods of work and of recreation.

She is quick to perceive and distinguish sounds by their vibrations. She was conscious of the sound produced by the

hammering in the construction of a building near our school. She realized at once that it differed from any of those already familiar to her ; and asked her teacher what she heard. Miss Markham at first supposed that she referred to the music from a piano ; but Edith did not accept a reply to that effect. When the work upon the new building was suggested as a possible explanation of her query, she seemed fully satisfied. She never fails to recognize a well known step. Whenever guests enter a class-room where Edith is at work she will turn to her teacher with the question, " who has come ? " and she is equally conscious of their departure. She was recently much surprised to learn that persons can be distinguished by voice as truly as in any other way, and she asked many eager questions concerning the voices of her friends.

Edith's deportment has improved during the year in a marked degree. The attacks of obstinacy have occurred less frequently than in the past, and she has been for the greater part of the time a tractable, obedient little girl. Her desire to do whatever is done by those with whom she associates, in other words, imitativeness has ever been an important trait of her character.

Last winter this trait was illustrated in a most novel and peculiar way. Though she had shared in all the pleasant experiences in the life of her schoolmates, Edith had never been subjected to the special modes of punishment designed for those students, who wilfully break the school rules. The knowledge of a penalty which was inflicted upon some of her companions created in Edith a longing for the same experience, and she soon began to do the wrong which had in the other cases brought about the punishment she desired. Repeated tardiness to her sewing lessons was her chosen transgression. Punctuality being one of her chief

characteristics, her teacher was somewhat surprised when Edith came one afternoon quite late to her class. She supposed that there was a good reason for the delay, but she soon found that Edith had no excuse to offer. The next two days she was even later and lest her teacher should not take sufficient notice of the moments which she had lost, she held up her watch and pointed with rather a triumphant expression to the tell-tale hands. Edith's aim became obvious, and she was soon told, to her complete satisfaction, that on the following Saturday she would be deprived of some of her playtime and be required to sit alone in a room. She awaited her punishment with apparent eagerness and bore it with great equanimity for the time she had expected it to last. When, however, she discovered that her period of solitude was to be longer than she had anticipated, she grew very restless. A tempest of rebellion gathered fast within her ; she stamped her feet in angry protest, and gave further vent to her feelings by kicks at the door. These acts of violence were continued for a little while ; but when her teacher went to grant Edith release, it was a very docile little girl whom she saw, and Edith has never since done anything to cause a repetition of that afternoon's experience.

The incident just related brought forcibly to mind one that occurred several years ago : Edith went with her zoölogy teacher and some of her classmates to inspect a hive of bees. She was much interested in an examination of these wonderful insects and their work ; but came home with a cloud of disappointment visible on her face, occasioned, as Miss B —— soon learned, by the fact that she had not been stung. An opportunity has recently been afforded Edith for the gratification of her former desire ; but she now seems perfectly content with knowing bees can sting without any direct proof of this scientific truth.

Her mind is often occupied with subjects of a serious nature, as is shown to those with whom she associates by her remarks and inquiries. She evinces much eagerness in her attempts to gain knowledge of things pertaining to the spiritual life. She is now quite familiar with many of the narratives of the Bible from her thoughtful reading of the volume of "Bible Stories" before mentioned, and of the Sunday school lesson papers. She also frequently requests her friends to tell her stories from Scripture not already known to her. Occasionally she tests a person's biblical knowledge by a species of catechism regarding some of her favorite characters in the Old or New Testament. For some time Edith has been a regular attendant at church and Sunday school. At first her ideas concerning the object of church going were extremely vague. She only knew that the custom was in some way related to goodness, and her desire for continual attendance was explained by her earnest wish to do what the other girls did. She was apparently content to sit quietly through a religious service without knowing much about it. She has never manifested any restlessness or impatience, with the single exception of one morning when she went with Miss Markham and several other friends to the Old North church. The service there was so long that before she was released Edith spelled with decided emphasis to her teacher, "I do not like old churches, I like Baptist churches better." Recently, when she was accompanying a friend to church, Edith suddenly asked with a very serious air, "do I go to church for nothing?" The question appealed most strongly to her friend, and that morning the latter interpreted to Edith as much of the service as she thought the little girl could comprehend. Edith was delighted because of the efforts thus made in her behalf, and paid strict attention to

all that was conveyed to her. In the course of the sermon the minister referred to the mythological giant, who derived his strength from the earth, and was invulnerable when in contact with the source of his strength, and told how he was finally overpowered by Hercules in mid air. Edith read the story with greatest interest from her friend's fingers. It made a deep impression upon her mind, and after the service she asked if there were any such giants nowadays. Her friend said "no," and then told her that people used to believe in them before they knew about the Bible. Edith could not easily distinguish between the mythological form of giant and the biblical one as exemplified in the person of Goliath, and she responded quickly with an expression of incredulity, "David killed a giant."

"Who wrote the Bible?" asked Edith one day. When told that it represented the work of many men she recognized quickly the source of their inspiration, saying, "God helped them to remember, so that they would do it right." She no longer sits in her Sunday school class unmindful of the theme of the lesson. She learns the "Golden Text" every Sunday, and as she repeats it in her class is happy in feeling that she has a share in the recitation of the hour.

She has most decided ideas of the fitness of things. She remarked to her teacher one day, that she did not like to "pray up." When questioned as to her meaning it was found that she considered it more reverent to kneel in prayer than to stand and pray as the girls did in the hall. She has learned the Lord's prayer and when the vibration of the music of the morning hymn ceases she repeats it to herself upon her fingers while the other pupils are saying it with their lips. In prayer, as in every other act of her life, she enjoys companionship, recently stating to a friend that she did not pray in her room alone because she liked

better to pray with the other girls in the hall. It was at first very difficult for Edith to believe in the existence of God, since she could not conceive of a spiritual presence apart from a material body. She could not readily grant her love and obedience to an impersonal power. Her difficulty found early expression in these words, "I cannot love God, for I want to hug and kiss those whom I love, and I cannot hug and kiss God."

Though Edith has taken but few steps into the great realm of religious thought, she now believes in God as the source of all life and goodness, and with childlike simplicity and trustfulness she asks him for help to overcome the evil forces of her nature.

We who watch with loving interest Edith's progress from day to day, look forward to her future years with the expectation of beholding a wondrous development of her present capacities; for we place our trust in the infinite possibilities of a child nature.

For reasons relating to her health and strength, Miss Harriet M. Markham, who during the past four years has served as special teacher of Edith with great fidelity and devotion, declined a reëlection at the close of the school term. Her place has been filled by the appointment of Miss Sarah M. Walker of Hampden, Mass.

## MUSIC DEPARTMENT.

Call in some music; I have heard, soft airs  
Can charm our senses and expel our cares.

—SIR J. DENHAM.

This department has received all the attention which its importance as one of the fundamental and most vital branches of our system of education demands, and its work has been carried on with great thoroughness and with satisfactory results.

The course of study herein pursued is broad and comprehensive, and has for its aim to give each pupil such general knowledge of vocal and instrumental music as will form the groundwork for special attainments. It comprises pianoforte, cabinet and church organ, solo and chorus singing, violin, clarinet, flute, band instruments, theory, practice and analysis of harmony, and the history of music.

The devotion, assiduity and ability of the instructors have produced their appropriate effect upon the progress of the learners, making it steady and rapid.

The following statement, prepared by Mr. Thomas Reeves, gives an account of what has been done in the music department during the past year:—

The number of pupils who received instruction in the various branches of music was 88. Of these 78 studied the pianoforte; 8 the organ; 7 the violin; 9 the clarinet; 2 the flute and 17 the various kinds of brass instruments; while in the history of music there were 9 pupils, in harmony and composition 25 forming six classes; 61 practised singing in four different classes, and 18 took private lessons in vocal training.

The study of the pianoforte is now, as it has been heretofore, the leading feature in the music department. On the whole satisfactory progress has been made in this branch, many of the pupils having learned to play with intelligence, accuracy and precision. Their proficiency has been shown on various occasions, but especially in the monthly class recitals, and most of all in the lecture recitals, given from time to time by advanced students, each of whom has arranged and executed without assistance a complete programme, prefacing every one of the numbers therein contained with a brief biographical sketch of its composer and with an analysis and outline of the musical forms involved in the piece. Last spring Mr. John S. Dwight attended one of the class recitals, in which Bach's music only was given, and he was so highly pleased with the work of the performers that he complimented them most heartily.

As few persons possess the combination of qualities requisite for an organist, great care had to be exercised in the selection of suitable pupils from among the candidates for the study of this instrument. That this choice has been prudently made has been proved by the results already obtained, which are very satisfactory. Three or four of our young organists have been so well trained as to be ready at the close of the school term to fill responsible positions in churches.

The work in the history of music has been mainly of a biographical character. The lives of the great composers have been studied, and the important facts connected therewith have been touched upon in brief essays prepared by each member of the class.

The study of harmony has received due attention. The first class has finished Richter's text-book, and has reviewed the subject with the aid of Emery's work. In composition, the scholars have had considerable practice in the sonata form. One of their number composed a trio for violin, clarinet and cornet, with pianoforte accompaniment, which was given at the closing exercises of the school in the Boston Theatre. It was skilfully constructed

and shows that there is both natural talent and originality in its author.

- Mr. George W. Want has rendered excellent service as instructor in singing. He entered upon his work with great earnestness and has brought to it long experience, a thorough knowledge of his art, refined taste and a good judgment. At the end of his first year's labors here his pupils give evidence of admirable training.

Through continued band-practice many of the pupils become soloists on such instruments as the violin, clarinet, cornet, alto horn and baritone. They play so well as to enable them to make a creditable appearance on any stage.

Such of our students as are to become instructors, are trained during the last two or three years of their course in the art of teaching and are assisted in collecting the needful musical materials and in acquainting themselves with the special requirements of their profession.

Practical knowledge of the art of teaching is of paramount importance to our advanced students, and in order that they may gain this some of them are assisted to obtain seeing pupils in the neighborhood, whom they instruct with or without pecuniary compensation, according to circumstances, while others are assigned to give elementary lessons to our younger children. In the course of the last few years several of our undergraduates availed themselves of these opportunities. The experience thereby acquired is very valuable to these young teachers. Besides giving them a foretaste of their future avocation, it helps them not only to become acquainted with its requirements, but also to find out some of its inherent difficulties and to learn how to overcome these while

they are still near those persons who can advise them on the subject.

No efforts have been spared to improve the music department in every respect, and to complete its equipment as far as the limits of our present system of education will permit. Its library has been put in order and augmented by the addition of many new works printed both in Braille point and in ordinary characters. Efficient, unassuming and earnest workers have been employed as members of the staff of regular teachers, while the persons engaged as special instructors are men of uncommon ability and of high standing in their profession. Our supply of instruments of various kinds has been replenished and enlarged. Three new Knabe pianofortes, one of which is a parlor grand, have been purchased, and all reasonable demands for increased facilities for study and practice have been readily met.

Aside from the ample means for thorough instruction and systematic training in the various branches of music afforded at the institution, our students have been favored with numerous external advantages of a diversified and extensive character. They have had excellent opportunities of attending concerts and of hearing the best and most approved compositions of the great masters interpreted by eminent performers.

These privileges, whether considered from an educational or from a social standpoint, are of inestimable value. They are peculiar to our school and can

rarely be obtained by other institutions. They are due to the exceptional character of the city in which it is located. Owing to the unremitting efforts of such enlightened reformers and noble apostles of pure classical art as John S. Dwight and to the munificent generosity of some of its public spirited citizens, Boston has unquestionably become not only the nursery but the acknowledged centre of musical culture in America and is destined to remain such for many years to come. Its inhabitants have been surrounded by a pervading æsthetic atmosphere and have advanced rapidly in the development of a fine taste and the acquisition of a keen faculty of discrimination, which enables them to perceive readily and appreciate thoroughly what is really beautiful and wholesome and uplifting in art. The great strides of progress made in recent times in this direction may be partly ascribed to other causes, but they are principally due to the refining and elevating influence, which has been steadily exerted by the symphony orchestras, choral societies, vocal and instrumental clubs, instructors and professors of distinction and high renown, conservatories, special schools and musical groups and associations of all sorts. Most of these organizations and not a few of the celebrated players and singers, with whom the city abounds, contribute largely to the musical culture of the blind by admitting them without charge to their concerts, operas, oratorios, recitals and rehearsals. Praise and thanks are due to all of them, but we are especially

grateful to those among them, whose great kindness and thoughtful liberality have been constant and unfailing sources of immense profit and pleasure to our students and whose honored names will be given in full in the list of acknowledgments.

I am exceedingly sorry to be obliged to report, that four changes have occurred in the corps of instructors and readers of this department. Early in the spring Miss Elizabeth B. Langley, who has been one of the ablest and most efficient of our teachers for many years, gave notice of her decision to withdraw from the work of the institution at the expiration of her engagement. The cause, which induced her to take this step, was need of rest and a desire to devote a part of her time to study and practice. Later in the season both Mr. Elmer S. Hosmer, who has filled since 1887 a prominent position as instructor with great fidelity and acceptance, and Miss Agnes E. Snyder, who has rendered good service in the girls' department for five years, declined a re-election,—the former with a view of abandoning his profession and pursuing a career more congenial to his tastes and of a larger scope than that of a music teacher, and the latter for the purpose of opening a room in the city, where she will receive pupils. Mr. Hosmer is a graduate of Brown university and a man of scholarly attainments. He has already obtained the position of principal of a high school in Bristol, Connecticut. Lastly, one of the readers, Miss Theodosia C. Benson, who was about to be married, was unable to

renew her engagement with us. The vacancies thus created have been filled by the appointment of Miss Mary P. Webster of Milton, a teacher of culture and marked executive ability, Miss Mary E. Burbeck, a graduate of the New England conservatory of music, Miss Henrietta Bustin and Miss Sarah H. McGee.

In this connection it is fitting that reference should be made to a correspondence which I have had with Mr. Thomas Reeves, relating to himself. In my eagerness to keep every branch of the school in the front ranks of progress, I alluded briefly in my last annual report to some of the needs of the music department and spoke of its administration in terms of criticism rather than in tones of unqualified approbation and commendation. Mr. Reeves was troubled by my remarks, and felt that he could not retain his place. Therefore he sent me a letter of resignation, to which the following reply was given, dated June 26, 1893:—

MY DEAR MR. REEVES:—I am exceedingly sorry, that the words which I used in my last annual report in relation to improvements in the music department were such as to give you cause to deem it your duty to resign your position. I assure you, that in my earnest effort to suggest ways and means for the promotion of the efficiency of the work of the school nothing was farther from my intention than to cast the slightest reflection on you as a musician and teacher of a high order; and I regret the occurrence deeply.

With this explanation I hereby decline to accept your resignation, and I shall be very glad to engage your services for another year on the same terms as for the last.

Very sincerely yours,

M. ANAGNOS.

In consequence of this note Mr. Reeves recalled his resignation and accepted a reappointment.

Like the rest of the departments of the school, that of music has been finally divided into two separate sections,—one for the boys and the other for the girls. The former remains under the management of Mr. Reeves, while the latter has been placed in charge of Miss Mary Phillips Webster.

A few weeks after the opening of the present school term Miss Webster prepared the following statement of the course of study pursued in the girls' section, and of the number of pupils who receive instruction.

We have at present 38 girls who are taking private lessons in one or more branches of music. There are 36 pupils in piano-forte playing, studying under seven different teachers, 10 in singing, under three different teachers, and one in violin playing.

Three of the most advanced students take one lesson a week, the others take two, three or four lessons a week. The time devoted to these varies from one half period to three whole periods each week, the length of a period being generally fifty minutes,—sometimes a little less.

Some of the pupils study harmony in connection with the piano-forte lesson. The younger girls, who need instruction in Braille musical notation, receive it.

There are two chorus classes, one of which meets five times a week and the other four times. There are also a hymn class and a double quartet. Every girl in the school who can sing belongs to one or more of these classes.

The class in musical history meets once a week and consists of sixteen members. They are taking a general course, the facts being grouped around biographies and reference being made to contemporaneous history.

The class in analysis meets once a week and consists of five members. They are studying musical sentences and the sonata form.

The classes in harmony meet twice a week. The advanced class consists of three members who are writing in simple, four-part choral style to a given soprano, afterward comparing their work with the same chorals as harmonized by Haupt and Bach.

The second class in harmony consists of six members. They are studying the essential chords and learning to recognize by ear single notes, intervals and chords.

Nearly a month ago the institution was called upon to mourn a great loss in the person of John Sullivan Dwight, who died, full of years and honor, on the 5th of September. This revered and beloved man has been for eighteen years a trustee of this school and has proved himself a faithful and devoted friend. Interested in all good works, he gave to the advancement of musical culture the best part of his labors and of his life. Hence, though caring for the welfare of the students in every department, it was to their musical education that he gave special thought. Wishing them to be "rooted and grounded" in the highest and purest music, he selected and furnished with English words sixteen of Bach's chorals and had them printed in raised characters for the use of the pupils. He listened with deep interest and keen attention to their performance of this and other classical music. (With what is commonly called popular music he had little sympathy.) His criticism was always kindly and helpful, his praise a thing to

prize and to remember. He seldom failed to be present at the closing exercises of our school year, and never perhaps will that benign presence be more greatly missed than on those occasions. At the last one, it was his hand that delivered the diplomas to the graduates, and the words said in his own kindly and gracious manner will now be doubly precious to remember.

#### TUNING DEPARTMENT.

All organs of sweet stop,  
All sounds on fret by string or golden wire,  
Temper'd soft tunings, intermixed with voice  
Choral or unison.

— MILTON.

The tuning of pianofortes continues to be one of the most lucrative vocations for the blind. It opens to them a large field of activity and offers better remuneration than any other calling. It enables them to take their place in the ranks of their seeing fellow craftsmen and come into competition with them under no very great disadvantage.

But in order that our tuners may succeed in retaining what they have already gained in their career and in obtaining further recognition of their claim to a reasonable share in the business of the community, they must be well adapted and adequately prepared for their work. In other words, they must be fully armed with native endowments and acquired attainments.

Among the many qualifications which are needful to them, the following are indispensable:—

*First.* They must have an acute musical ear and a natural aptitude for mechanics.

*Second.* They must be so carefully taught and so efficiently trained both in the theory and practice of their art as to become masters of it.

*Third.* They must not only be strictly honest in their business transactions, honorable in their dealings and absolutely free from disagreeable personal habits, but they should also be neat in appearance, tidy in attire, pleasing in address and gentlemanly in conduct.

These requirements are fundamental, and a deficiency in any of them will inevitably lead to failure.

During the past year seventeen pupils have studied the art of tuning, and have made good progress in its acquisition. The instruction given to them has been thorough and systematic, and nothing has been omitted which could help to render them skilful and efficient in their vocation.

The facilities and appliances for study and practice have been increased, and the necessary tools and materials have been procured. An upright piano-forte has been obtained, and we owe a debt of gratitude to Messrs. Chickering and Sons and Messrs. William Knabe & Co. for complete sets of the actions of their instruments, which enable our tuners to examine every part of the mechanism and become familiar with its workings.

The privileges and opportunities afforded by the tuning department are greatly appreciated and most highly valued, and many are the seekers who are constantly pressing forward to take advantage of them; but due care and discrimination are of necessity exercised in the choice of apprentices. Those among the applicants who are wanting in good judgment and in such natural gifts and capacities as are most essential to the success of a tuner, and whose uncouth behavior, rude manners or defective morals render them unfit for the profession, are firmly refused admission to it. This exclusion, although it is obviously demanded by the vital interests of the great mass of sightless workmen, is not made hastily nor without a feeling of sincere regret. Indeed, it is with profound sorrow that we are compelled to resort to it; yet, be the grief caused by it what it may, we have no option in the matter. Our duty to protect at any reasonable cost the good name of our tuners and to strengthen the confidence of the public in their character and abilities is imperative, and we must not hesitate to discharge it regardless of all personal considerations. No matter how hard the operation may be, the faithful surgeon does not shrink from amputating a diseased part of the body in order to save the whole from injury and mortification.

Mr. Joel West Smith, whose connection with the tuning department dates back to its organization and who has labored most assiduously and perseveringly

to bring it up to its present condition, still retains his place as general supervisor, but has felt obliged to abandon teaching in order to be able to give a part of his time to the business of the *Monitor*. This periodical is published entirely in the interests of the blind in general and not in those of any association in particular and has no regular source of income for its support. Its continuance required a further sacrifice on the part of its editors, and Miss Martha W. Sawyer has made this willingly. She has resigned her place as clerk of the institution for the sole purpose of devoting herself entirely to the success of the enterprise. It is hardly necessary for me to observe, that her retirement from the service of the school has deprived us of the help of a valued assistant of long and varied experience, unremitting industry, marked ability and exemplary unselfishness. Mr. George E. Hart the tuner has been promoted to the place lately held by Mr. Smith as teacher, and Miss Ella F. Prout has been appointed to the position left vacant by Miss Sawyer's retirement.

#### DEPARTMENT OF MANUAL TRAINING.

All must work, with head or hand,  
 For self or others, good or ill;  
 Life is ordained to bear, like land,  
 Some fruit, be fallow as it will.

— LORD HOUGHTON.

With us manual training is not a new feature or a recent experiment. It was adopted long ago as an

integral part of our scheme of education and not as an appendix or adjunct to it. At the very organization of the institution, Dr. Howe, in arranging a course of study for his pupils, recognized fully the fact, that the combination of the teaching of purely literary subjects with proper instruction in handicraft would insure harmonious cultivation of all the faculties and aptitudes, which make up the complete man, and acted in accordance with this belief. Since that time mental discipline and manual training have been closely united and never put asunder.

Whether it is considered from a practical or from a pedagogic and psychological point of view, the exercise of the hand in a regular and systematic way is one of the most potent factors in our scheme of education. It is very essential to the normal use both of the body and the mind, and exerts a most beneficent influence upon the great mass of the blind physically, intellectually and morally. It develops activity and implies observation, comparison, calculation and reasoning in almost every methodical operation. It aims to attain the following ends:—

*First*, to exercise the senses and lay stress upon the faculties of attention and perception.

*Second*, to strengthen the will and to teach it how to overcome difficulties.

*Third*, to enable the pupils to acquire general manual dexterity.

*Fourth*, to foster in them spontaneity and originality and to call into active play the creative power of their minds.

*Fifth*, to instill in them the habit and love of work and to cultivate a higher appreciation of the value and dignity of intelligent labor.

*Sixth*, to make them earnest and persevering, and to convince them that order and correctness are essential elements of progress.

*Seventh*, to awaken in them the æsthetic feeling without allowing it to become perverted or exaggerated.

*Eighth*, to neutralize the baneful influences of intellectual studies and of the sedentary position maintained in the class-room upon the general organization of the body.

Work is an outlet of ideas, and it tends to establish harmony between knowledge and action. By using the hands continually the pupils enjoy that reflex activity between the brain and the sensorium, which is one of the fundamental conditions of correct thinking. Scientific investigation has proved that intellectual instruction affects the central part of the brain,—the finest organs of the mind,—while manual dexterity exercises the sense apparatus,—the peripheral nerves as tools of the senses in a fine and many-sided way.

With respect to the educational value of manual training, taken in connection with the usual studies, the experience of the past seems to establish completely the following facts:

*First*, it relieves school life of much of the tedium incident to purely mental effort. The alternation of

work with hand with work with the head makes them mutually restful and helpful.

*Second*, it gives to the pupils a clearer conception of the purposes of education and of what really constitutes it.

*Third*, it teaches habits of industry, accuracy, and physical activity.

*Lastly*, it dignifies and elevates labor and begets a feeling of confidence and independence based upon the conscious possession of useful practical knowledge.

Manual training in its present state of development is of recent origin. Indeed it is only during the last twenty-five years that it has been put on strictly scientific principles; but the recognition of its value as a vital factor in education is not new. Over two centuries and a half ago Comenius prescribed the exercise of a handicraft as part of the complete curriculum. The *Didactica Magna* contains specific directions concerning it. Locke and Rousseau, Kant and Fichte, Pestalozzi and Salzmann all emphasized the importance of manual training, though for different reasons. Locke agreed with the great Moravian educator and regarded it chiefly from the standpoint of its value in practical life. Rousseau and Fichte, however, saw that its influence on the growth of the pupil, mental as well as physical, was a thing to be desired. Froebel reduced theory to practice, and in the wonderful creation of his genius, the kindergarten, manual training, as well as all other rational and systematic education, has its foundation.

But the plan of the great apostle of childhood, remarkable as it was in principle, in practice did not cover the whole ground. An extension of its workings was needed in order that pupils of higher grades might be reached. This has been at last accomplished, and a new order of things has been established of late years. Hence according to the philosophy of education which is now prevalent, a carefully graded course of study should provide adequate training not only for the memory and the reason but for the judgment and the executive faculty.

Of the different kinds of handiwork which have been thus far tried in furtherance of this scheme, sloyd is unquestionably by far the most effectual and the most successful.

This system is not the result of pure theory, but rather the fruit of long and serious practical studies, to which skilful teachers have given many years of investigation together with a rare perseverance, which has at last been crowned with success.

Sloyd is eminently applicable to intermediate and grammar grades in general, and does a service to them equal in value to that rendered by Froebel in the kindergarten classes. In a school like ours it supplies an obvious need, and one which is deeply felt. The hand of the blind man requires careful and most accurate training not only in order to meet the greater demands made upon it in the changed conditions of our civilization, but also in order to enable its possessor to perceive readily qualities of things

presented to him, to peruse quickly the embossed page, and to acquire correct ideas from the objects with which he is brought in contact. Nothing can serve this purpose better than practice in sloyd.

This system has been carried on during the past year with unrelaxed energy and under the most favorable circumstances. Pleasant rooms, excellent equipment, good instruction, and the deep interest manifested by the pupils, all have contributed to render it productive of marked results for good.

That a thorough training in sloyd is helpful to our pupils in more ways than one by enabling them to overcome difficulties in other studies, is clearly shown by the following brief statement of facts, prepared by the principal teacher in the girls' department, Miss Gazella Bennett, than whom there is no keener observer nor more competent judge.

When Ella Rock entered school she was very stubborn in disposition, and during the first two years we accomplished little except in changing her attitude of habitual obstinacy into one of general willingness. In the twenty months next succeeding she made some progress in reading and in the study of numbers, but to teach her writing, either with pencil or in Braille, seemed almost impossible; for though her hands were well formed and strong and she was able to make each letter in the alphabet and to spell orally without any trouble, she could not group the letters with a pencil so as to form words. Circumstances made it necessary to discontinue this writing class last year at the beginning of the term, and Ella spent one hour each day at sloyd work during the entire year, but had no pencil writing.

At the opening of the present school session we received a let-

ter from her written with pencil, not well written, but perfectly legible, stating the time at which the train was due in Boston, naming the railroad by which she was to come, and the station at which we should find her, and asking to have some one meet her.

Jennie Foss and May Risser had an ordinary amount of coöordination between brain and hand, but there was no firmness in the movements of their fingers, consequently the mind was unable to guide the pencil. Two months of sloyd work in wood remedied this particular defect in Jennie's writing; May is still under tuition.

Amadée Lord lacks mental control of her hand, but it is strong and accustomed to heavy work, such as milking, carrying wood and water and so on.

The principles of sloyd applied to a material having less resistance than wood will establish coöordination and will develop delicacy of motion at the same time.

At the close of the school term, Miss Sölvi Greve, wishing to obtain a more remunerative position elsewhere, withdrew from the service of the institution. Miss Mary B. Knowlton of Westboro, one of the recent graduates of Mrs. Quincy A. Shaw's Sloyd normal school, has been appointed to fill the vacancy, and seems to be well adapted for the place.

Aside from its value as a means of mental training, sloyd is the A B C of industrial education and fits the pupil for practical life. It prepares the way for manual occupations and leads directly to the acquisition of special trades. To the teaching of the latter great attention has been paid as usual with most gratifying results.

### CONCLUSION.

Good the beginning, good the end shall be.

— SOUTHEY.

In closing this report, I wish to express my heartfelt thanks to each and all of my coworkers for the fidelity and devotion, with which they have discharged their respective duties.

To you, gentlemen of the board of trustees, I owe an immense debt of gratitude for the many favors, which you have been so good as to bestow upon me, for the courteous consideration with which you have invariably received and treated my communications and suggestions, for your eagerness to uphold my hands and lighten my burdens, and for the great kindness which you have always manifested towards me. Yielding to your earnest desire and encouraged by your avowed readiness to sustain me in all my humble efforts and to give me such assistance as I may need, I have finally decided to put aside my own plans and personal feelings or preferences and remain in your service, keeping my hand firmly on the plough until our scheme of education is reorganized on a larger and more comprehensive scale, and a wide avenue leading directly from the institution to the principal colleges and universities of New England is constructed and put into use.

All which is respectfully submitted by

M. ANAGNOS.

## LIST OF PUPILS.

---

Bannon, Alice M.	Knowlton, Etta F.
Barrows, Estella E.	Lord, Amadée.
Boyle, Matilda J.	Meisel, Ruphina.
Brecker, Virginia R.	Minahan, Margaret.
Brodie, Mary.	Morgan, Clara.
Brown, Grace L.	Morse, Maria T.
Carr, Emma L.	Murphy, Maria J.
Carter, Lizzie.	Murtha, Mary Ann.
Caulfield, Elizabeth E.	Neff, Calla A.
Cole, Carrie W.	Nickles, Harriet A.
Delesdernier, Corinne.	Noble, Annie K.
DeLong, Mabel.	Norris, Hattie E.
Dover, Isabella.	Ousley, Emma.
Duggan, Katie J.	Perry, Ellen.
Emory, Gertrude E.	Ramsdell, Harriet M.
Eylward, Josephine.	Reed, Nellie Edna.
Flaherty, Margaret.	Rich, Lottie B.
Fogarty, Margaret M.	Ricker, Annie S.
Foss, Jennie.	Risser, Mary A.
Higgins, Mary L.	Rock, Elen L.
Hildreth, Grace.	Roeske, Julia M. B.
Hilgenberg, Johanna.	Smith, Florence G.
Holington, Mary H.	Smith, Nellie J.
Howard, Lily R.	Snow, Grace Ella.
Joslyn, Edna A.	Thomas, Edith M.
Kent, Bessie Eva.	Tierney, Mary E.
Keyes, Teresa J.	Tisdale, Mattie G.

III

Tomlinson, Sarah E.	Hogan, George H.
Ulmer, Effie M.	Ingalls, Jesse A.
Walcott, Etta A.	Irving, Frederick.
Warrener, Louisa.	Jackson, Clarence A.
Welfoot, Florence E.	Jennings, Harry A.
West, Rose A.	Kenyon, Harry C.
Wilbur, Carrie M.	Kerner, Isaac.
Wilson, Eva C.	Leutz, Theodore C.
Baker, Frank G.	Lynch, William.
Backman, J. Victor.	Madsen, John.
Beckman, J. Arthur.	Mannix, Lawrence P.
Black, Charles.	McCarthy, Daniel.
Bond, Samuel C.	McCarthy, William.
Bond, William H.	McDevitt, Cornelius.
Brinn, Frederick C.	Meagher, William H.
Burnham, John N.	Messer, William.
Carney, Frederick.	Miles, Henry R. W.
Clark, Frank A.	Miller, Reuel E.
Clark, J. Everett.	Mozealous, Harry E.
Cleannan, William T.	Muldoon, Fred. J.
Coffey, James.	Newton, Wesley E.
Cook, Royal R.	Nichols, Orville.
Corliss, Albert F.	O'Brien, Francis J. L.
Davis, James S.	O'Connell, John P.
Dayton, Reuben G.	O'Donnell, Isidore A.
Devlin, Neil J.	O'Niel, Patrick.
Dutra, Joseph J.	Pickering, Jesse E.
Forrester, Charles.	Putnam, Herbert A.
Geisler, John H.	Rasmussen, Peter A.
Girard, R. George.	Reynolds, Henry L.
Gosselin, Wilfred.	Robair, Charles.
Harmon, Everett M.	Rochford, Thomas.
Heath, William Edward.	Sabins, Weston G.
Henley, John.	Schuerer, Eddie.
Hill, Henry.	Sherman, Frank C.

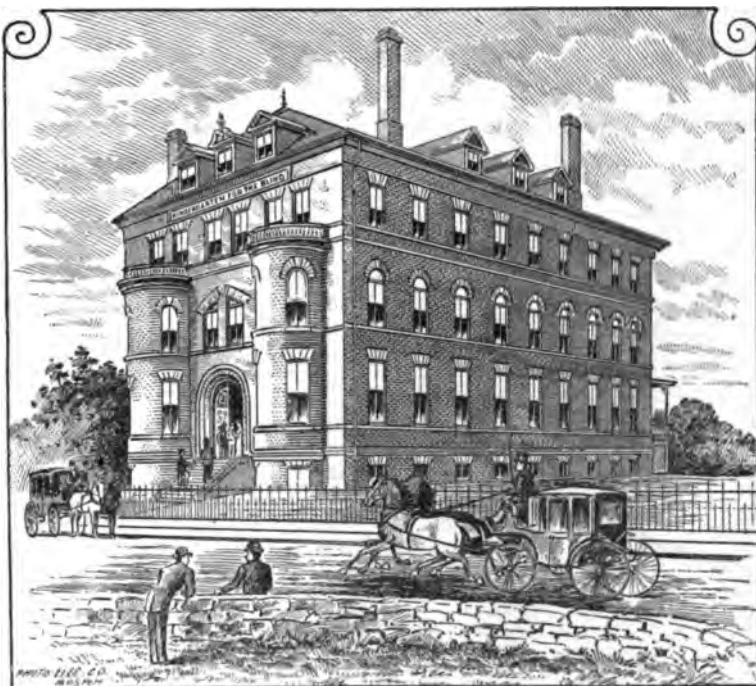
Smalley, Frank H.	Tumblety, Michael.
Smith, Eugene S.	Walsh, Joseph.
Sticher, Charles F.	Weaver, Frank V.
Strout, Herbert A.	Welch, Harry W.
Sullivan, Michael.	Wenz, Albert J.
Tracey, Merle Elliott.	White, Richard.
Trask, Willis E.	Wilkins, James A.
Tucker, Henry R.	Wrinn, Owen E.

# SEVENTH ANNUAL REPORT

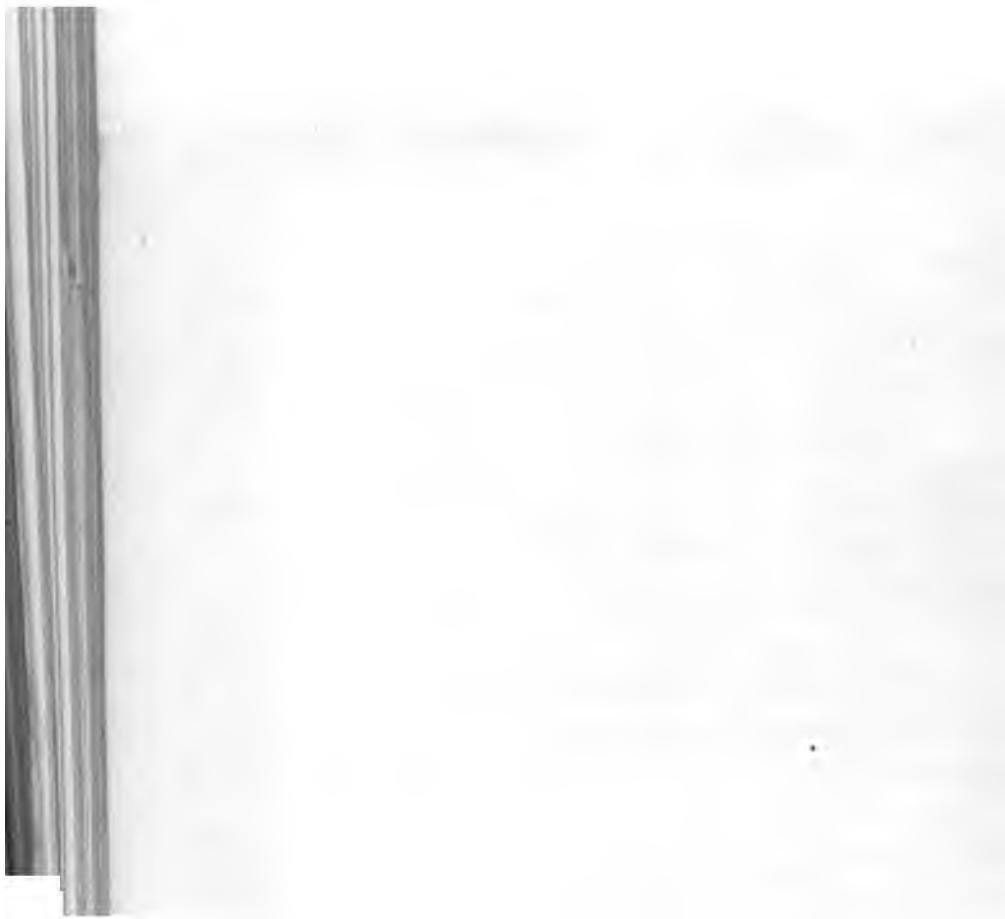
OF THE

# KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1893.



BOSTON  
PRESS OF GEO. H. ELLIS  
1894



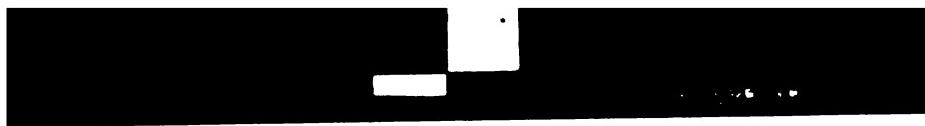




PHOTO-ELEC. CO. BOSTON

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

## OFFICERS OF THE CORPORATION

1893-94.

SAMUEL ELIOT, LL.D., *President.*  
GEORGE S. HALE, *Vice-President.*  
EDWARD JACKSON, *Treasurer.*  
M. ANAGNOS, *Secretary.*

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MISS CAROLINE DERBY.	MRS. E. PREBLE MOTLEY.
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## OFFICERS OF THE KINDERGARTEN.

### DIRECTOR.

M. ANAGNOS.

## ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

### Boys' Department.

MISS ISABEL GREELEY, *Principal Matron.*  
MISS NETTIE B. VOSE, *Assistant.*  
MRS. SARAH J. DAVIDSON, *Kindergartner.*  
MISS L. HENRIETTA STRATTON, "  
MISS CORNELIA C. ROESKE, *Music Teacher.*  
MISS LAURA A. BROWN, *Teacher.*

MISS ANNA MOLANDER, *Teacher of Manual Training.*

### Girls' Department.

MRS. J. M. HILL, *Matron.*  
MISS CORNELIA M. LORING, *Assistant.*  
MISS FANNY L. JOHNSON, *Kindergartner.*  
MISS ELEANOR McGEE, "  
MISS ELFIE M. FAIRBANKS, *Music Teacher.*  
MISS EFFIE J. THAYER, *Teacher.*

## ESTABLISHMENT OF THE KINDERGARTEN.

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On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

### Commonwealth of Massachusetts.

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In the year one thousand eight hundred and eighty-seven.

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#### AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—*

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, Boston, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

*Secretary of the Commonwealth.*

# KINDERGARTEN FOR THE BLIND.

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## REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— We have the honor to present the seventh annual report of the Kindergarten for the Blind, covering the year ending Sept. 30, 1893.

The year has been prosperous, growth having been made in every direction. If we cannot announce that our wishes have reached their final fulfilment, we can at least report substantial progress. The health of the school has been good, there having been but one case of severe illness.

## OPENING OF THE NEW BUILDING.

The event of the year has been the completion of a second building, and the erection of a hall and gymnasium which will constitute the central portion of the administration building. The new structure relieves the crowded condition from which the household had for some time suffered, and allows us to receive many other applicants, some of whom had

long been waiting. The additional accommodations made it possible to divide the school, and the original building is now occupied by the boys, while the new house is the home of the girls. The building was completed in January, and was opened on the 27th of that month for the reception of the children. Dedicatory exercises were held in the new hall, on Froebel's birthday, April 21. A full account of this occasion will be given in the report of the director.

#### RAPID GROWTH OF THE KINDERGARTEN.

Nearly six years and a half have elapsed since the infant school was opened. It had one building and began with ten children; but through the liberality of its friends and benefactors it has been steadily growing and extending the sphere of its usefulness. It occupies now two complete buildings, and a part of a third which is unfinished, and the number of children who are at present enjoying its advantages amounts to sixty-four.

This shows a most gratifying state of things. Few enterprises in behalf of afflicted humanity have been attended with such certain and palpable success. Fewer still have stronger claims upon the bounty of the public; and, while it affords satisfaction to find that the infant school has reached a great measure of beneficence, we deem it our duty to ask for further help. We must provide for the children, who have lately come to us, as good a home, as tender care, as

wise and gentle teaching, and we must surround them with as helpful influences as those which were procured for the first group of ten,—influences which have conquered the reluctance of parents to trust their helpless little ones to our charge and inspired them with confidence in the value of the kindergarten. To meet this expense we need a similar endowment fund of \$100,000. A part of this amount has already been contributed by warm-hearted friends. The sum of \$70,000 more will give an annual income, which will enable us to care for and educate the newcomers, and make the blessed work permanent for their successors. The greatness of the need constrains us to ask for this sum, and we believe that love for little children will second our appeal with a power that will bring a generous response.

The debt of \$18,500 which still remains upon the new buildings is a heavy burden upon us, and we trust that the public will sustain our efforts by assisting in its payment.

#### THE VALUE AND NEEDS OF THE KINDERGARTEN.

The time for pleading the cause of the kindergarten has gone by, never to return. Everywhere it prevails or is about to prevail. The truth of its underlying principle that children, especially those of tender age, are to be treated as children and not as miniature men and women, is undeniable. Long years and centuries wasted in educating children as

if they were grown people cannot be weighed in the balance against the more modern idea of educating them simply as children, and of this idea the kindergarten is the chief embodiment. Whatever it suffers from exaggerations or deficiencies of treatment, however objectionable some of its aspects may be, its essential nature remains unquestionable.

Capable of the most admirable service to all young children it is especially serviceable to the blind. To them it ministers in every manner of helpfulness. It trains their hands and their limbs, it aids them not only to work but to play, and not merely in the school-room but in the dining-room, the chamber, and out of the house in their games and their walks. It trains all their senses, save the one of which they are deprived, quickening those which supply the want of sight and bringing the blind nearer and nearer to an equality with the seeing. It cultivates their intellectual and moral natures, and sometimes with such success that the sightless child is positively in advance of the child with sight, whether we regard his intelligence or his sense of duty. First and last its object is to do all that training can do to lighten the burden of the blind, to reduce their drawbacks to a minimum, and to prepare them for the higher education which awaits them in growing years.

It is easy to speak of all this, but not so easy to do it. Teachers of a high grade, school-houses of a superior plan and equipment are needed, or the children suffer. More teachers are required. The

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quota of seeing pupils which an instructor can handle is much larger than that of those who cannot see, and smaller classes must be formed if any adequate results are to be expected. It is particularly important that the training of sightless little children should be personal, adapted to each child,—each spirit, mind and body,—and the teachers who can give this training are the minority of their profession. But we must seek them and find them for our kindergarten or it is doomed to failure.

These things are self-evident, and require no argument from us. We speak of them, not because they are unknown to most of those whom we address, but simply because they oblige us to renew the appeal, made over and over again for our kindergarten. We must have brains, we must have hearts to carry it on; we must have all the material provisions on which its existence depends; and in order that these absolute necessities may be supplied, we must have money. Boston can never consent, Massachusetts can never consent, that one of the blind children in the city or the state seeking what we have to give should be turned from our doors because our treasury is empty. Therefore in their name, the name of our city, the name of our state, and in the greater name of our humanity, we once more ask the benevolent men, women and children to whom this report may come for the aid on which our work depends, for the sympathy which will make it strong, and the pecuniary contribution

which will make it secure. Its early friends and supporters are already passing away. Many of them were old or growing old when it began, and their long continuance could not have been hoped for. But now that they have left it to those coming after them, new friends, new supporters are to be found, that the work may go on, and they are to be sought in increasing numbers, and in an ever widening circle of sympathy, that the work may grow as it progresses and minister to the ever increasing numbers of those who require its ministry.

It needs eighteen thousand and five hundred dollars at once. It will need ten thousand more in the coming year. Shall it ask in vain for a sum not small in itself, but small in comparison with the immense good which it can accomplish for our pupils, and for those who are constantly seeking admittance? Their number has greatly increased since the opening of the school, and we are to care for them, and be grateful that we can care for them. But the means are not yet sufficient. Our annual expenses are to be met, our endowment fund must be completed, before the enterprise in all its fair proportions can be established on a firm basis. If any one doubts its value, or its claim upon the community which it serves, we pray him to spend an hour in the kindergarten, to see its kindly ministries in operation, to witness the peace and comfort and joy of its children, the devotion of their teachers, and he will be glad

with us for the opportunity of helping a work so full of mercy and of hope.

Nor is he far astray who deems  
That every hope which rises and grows broad  
In the world's heart, by ordered impulse streams  
From the great heart of God.

#### THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

The kindergarten exercises were placed among the first numbers on the commencement programme, that the children might sooner be relieved from needless restraint. Four small boys and as many girls were led to a table near the front of the stage and their hands were soon busy with clay, fashioning the blossoms and garden implements, which were to be used in their play announced as "Our Flower Garden." While the class was at work, Hon. Harvey N. Shepard was introduced as a friend of the kindergarten, and made the following eloquent appeal in behalf of the enterprise.

#### PLEA OF HON. HARVEY N. SHEPARD.

The rapid play of the deft fingers of these sweet little children appeals to you and me with so much pathos and strength that, were it not for the promise I have given, and the hope my few words may even a little help this blessed cause, I should ask to be permitted to remain silent. It is a noble work which has been done in our midst by Dr. Howe, his not unequal successor, Mr. Anagnos, Dr. Eliot, and these trustees, officers and teachers; and, while they will garner no large reward in this life, on that great

day of the gathering of all mankind in the presence of our Heavenly Father, we have the promise they shall hear the Savior say : "Inasmuch as ye have done it unto one of the least of these ye have done it unto me." We rejoice that Mr. Anagnos brought back from Europe three years ago renewed health, and continues to find his heart grow young in his loving care for his big and increasing family.

You know this institution and its buildings in South Boston and Jamaica Plain ; and you have come with eager sympathy each year to these commencement exercises. You listen with rapt ears to the music and speaking, and you watch with earnest gaze the gymnastics and drill and modelling ; but think how wonderful it all is ! Find me, if you can, in the limits even of this famed commonwealth, another school, where the pupils all see and hear and speak, which does so much and so well. The methods followed here have been a most efficient cause in the improvement of our public education and in the replacing of the old routine with sensible training ; and for this the whole community owes a never ending debt of gratitude to these devoted teachers. But these pupils do not see, and some of them do not speak nor hear, and nevertheless to this marvellous perfection they have come. When we reflect upon the physical, mental, and moral weaknesses, seemingly inherent in the blind ; their lack of vital force, their diffidence, their aversion to motion and application ; and then turn to these quick, healthy, and buoyant boys and girls and children, words fail to express our admiration. Here we have vigorous and alert minds dwelling in sound and strong bodies ; and the harmonious growth of all the faculties has been such that these graduates will miss few of the opportunities of life. There is one noticeable feature in the exercises of this institution, and that is the ever present influence of music. It is not strange it is so when we remember the blood of what race courses in the veins of Mr. Anagnos ; and as we recall that the Greeks were the best models of physical beauty the world has seen, and that theirs also are the choicest productions of literary and artistic work, we can-

not doubt the great part music has had and may have again in the wholesome and happy development of the whole man.

But I wander from the theme assigned me. It is not the institution in its larger sense ; only a department of it, the kindergarten. It is an essential department, for there are capacities of early childhood, which must be trained then and there if ever afterward they are to do excellent work. Look upon these dear, sightless little children ; think that, were it not for this school, they might now, though of our own kith and kin, nevertheless be aliens, cut off from all intercourse, wrapt in solitude and darkness, ignorant of God and his world, and of its creatures, living yet dead ; see this boy and girl, Tommy Stringer and Willie Robin, who not only are blind but also deaf and dumb ; reflect for a moment on the miracles which have been wrought in the unsealing of the closed senses ; and our hearts swell with pride and thanksgiving that we are privileged to look upon as fellow-townsmen those who have done these great things.

Six years ago the general court authorized the maintenance of a kindergarten for the blind. A beautiful site was chosen, and a building erected which was soon filled to overflowing, so that another was begun and dedicated this winter. Upon it, alas ! is a debt of twenty thousand dollars. Nor is this all. In place of thirty-six children there are fifty-four, and, of course, twice as many teachers and officers to care for and train them. The running expenses, then, are twice as large as formerly, and, unless the receipts grow also, there must be a yearly deficit. The best way will be to increase the endowment fund, and so provide a permanent and known income. Seventy thousand dollars will do it. Can it be in this city there is any doubt, even for one moment, that these sums, twenty thousand dollars to clear the buildings of debt, and seventy thousand dollars for the endowment fund, or ninety thousand dollars in all, will not be subscribed, pledged and paid over forthwith ? I am sure the presiding officer of these exercises feels no such doubt. He is too familiar with the charities of Boston not to know how quickly and generously its great heart

responds to each and every call for aid. I am sure Mr. Anagnos feels no such doubt, though no one recognizes more clearly than he the seriousness of the situation, and the urgent need of this money if the efficiency of the kindergarten is to be continued, if its holy mission is to continue, and if other sightless little children are to be saved, as these have been, from the woes of misery and neglect. It cannot be that the cry of these stricken lambs of the human fold shall not be heard and answered.

On their behalf I appeal to you and to your relatives and friends, to the good people of our dear city, and to all, wherever they may be, rich or poor, old or young, who love our common humanity, not to let this blessed work fail, or halt even, for lack of money. Each one of us can do a part, can give something,—for the endowment fund, for current expenses, or for the new building; and to those who are favored with wealth there is a glorious opportunity to build for themselves a memorial more enduring than the pyramids of the Nile, more magnificent than the hanging gardens of Babylon, and more beautiful than the temples of Greece and Rome and the cathedrals of modern Europe.

I have sometimes thought what a privilege it must have been to hear Homer recite his matchless poems, or Demosthenes rouse the Athenians against Philip of Macedonia, or Virgil sing of the founders of Rome, or Milton of the war in heaven and Paradise lost and regained. I should like to have seen the three hundred Spartans who held the narrow pass of Thermopylæ against the myriad hosts of Xerxes, or the Roman legions as they marched out of the seven-hilled city to the conquest of the world, or to have heard the scream of their eagle as he made his flight unvexed from the pillars of Hercules to the sands of Arabia, and from the rushing water of the blue Danube to the tall palms of Sahara. I should like to have been with Galileo when he turned his telescope to the skies and discovered the paths of the planets, or with Columbus when his anxious eyes were first gladdened by the sight of land and he had found a new continent, or with Washington as he received the sword of Cornwallis and knew the liberty and inde-

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pendence of his country had been gained. No one of these things, though, nay! not even all together, equal in beauty and real worth the exercises of these little blind children before us, and may God grant that day shall never come when men, women or money shall fail to continue this holy work.

At the conclusion of this address the children were ready with their models, each of which was suitably described by them, and the intervals between the descriptions were filled with appropriate songs by the class. Both Willie Elizabeth Robin and Tommy Stringer took part in this exercise. Willie, who has neither sight nor hearing, informed of her turn only by a slight touch, held her flowers so that all could see them and said, *viva voce*, "I have made beautiful little daisies and violets." Her tones were clear and many of her words were distinctly heard all over the house. Her unconsciously pleading attitude, as she stood with uplifted hands, added to the pathos of the scene.

Last in the row of eight was Tommy, who was eager to tell what he had made. His expressive face was aglow with delight as he said with his fingers, using the manual alphabet: "This is a trellis for a morning-glory to climb upon." After singing another song, all the children joined in a game representing flower beds, some of the group selecting one or another of their companions, saying as they presented the latter to the audience, "this is a lily," "this is a rose." The gaiety and interest with which they entered into the play were charming to see.

The kinder-orchestra is worthy of special mention as showing the excellent results of early training in music. The selection rendered was an original composition by Miss Cornelia C. Roeske, one of the music teachers in the school. The young musicians seemed to enjoy the little melody and played with spirit and skill. The performance was followed by an appreciative encore from the audience, and the whole exhibition was so well received as to inspire the hope that it may exert a strong influence in favor of this noble work.

All which is respectfully submitted by

EDWARD BROOKS,  
WILLIAM ENDICOTT, JR.,  
JOSEPH B. GLOVER,  
J. THEODORE HEARD,  
HENRY MARION HOWE,  
EDWARD N. PERKINS,  
WILLIAM L. RICHARDSON,  
LEVERETT SALTONSTALL,  
HENRY STONE,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,  
GEORGE W. WALES,

*Trustees.*

## KINDERGARTEN FOR THE BLIND.

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### SEVENTH ANNUAL REPORT OF THE DIRECTOR.

---

Some sow the seed, then sit and wait  
For suns to shine and rains to fall,  
And mourn the harvest comes so late,  
Or fear it will not come at all.

Some, singleminded, still work on,  
Nor stop to ask or understand;  
The rose bloom of success is won,  
And harvests ripen at their hand.

— NEALL.

*To the Board of Trustees.*

GENTLEMEN:— In accordance with a duty which devolves upon me as the director of the kindergarten, I would respectfully submit the following report of its work, its general progress, its present condition and its increasing needs.

This infant institution has been very successful in all its undertakings and has enjoyed a high degree of prosperity. Its internal affairs have been carefully managed, and its appropriate objects have been pursued with diligence and with excellent results.

In all the educational means and methods, which we have employed for the cultivation and improve-

ment of the children, we have adhered closely to the fundamental truths of the rational philosophy laid down by Froebel, which is the underlying principle of all true development.

The household has been blessed with a remarkable degree of health. There has been only one case of severe illness, which, although it caused us great uneasiness for several weeks, terminated more favorably than we had feared it might.

It gives me special pleasure to be able to report, that, while the needs of the kindergarten are becoming daily more numerous, the number of its benefactors is correspondingly on the increase. Indeed, it is an omen of great encouragement that new names are constantly being added to the list of its faithful friends and generous helpers, while many children belonging to benevolent and well-to-do families take great delight in holding fairs, in giving entertainments and in working in various other ways for the benefit of the blind. In this connection, I am tempted to quote Lowell's significant words:

Oh! rich man's son! there is a toil,  
That with all others level stands,  
Large charity doth never soil,  
But only whitens soft, white hands.

### DEEDS AND NEEDS OF THE KINDERGARTEN.

Let its deeds be witness to its worth.

—SHAKESPEARE.

It is generally admitted, that the kindergarten fills a unique and most important place among the educational institutions of the country. Its influence for good has been marked from the first. The many blessings which flow from its ministrations have increased with each school year, and the past term has been no exception in this respect.

Thus the infant institution has come to be a sheltering haven for many a tiny craft threatened with wreck in the tempest of affliction, a veritable refuge from the storms of wretchedness and suffering, and an abode of peace and contentment for all its inmates.

Scores of little sightless children have thus far been welcomed in this garden of human plants and have found within its bright and cheerful precincts a sunny nursery for the cultivation and growth of the physical and mental powers, a sanctuary for the heart, and all the inestimable advantages of an ideal home, in which kindness is the ruling principle and love "the fulfilling of the law." Here whatever aimed to strengthen them in every direction of their development has been sought, elaborated or planned with conscientious endeavor. Here they have been taught habits which will lead them to see truth in a clearer light, seek goodness with a purer devotion, adore beauty with a deeper appreciation, and enjoy

happiness in an ever more grateful spirit. Here no efforts have been spared to quicken their creative faculties, to foster in them originality and independence of thought, and to give form and scope to their inborn abilities. Here life has been unfolded on all sides in accordance with universal laws, and the emotions, the will, the reason, the imagination and the affections have been trained in harmony with observation, discrimination and utilization of all the powers of body and mind to the fullest extent. In brief, here wretchedness has given place to happiness, sluggishness has been supplanted by energy, helplessness has been succeeded by self-reliance, and the seeds of Froebel's philosophic system of education, planted in faith and watered with the copious dews of watchful care, have germinated and blossomed into fruit of intelligence, self-activity, mental alertness, manual dexterity and character.

With mellow gaze we now can see  
The ripe fruit shaken from the tree.

Aside from what it has done to ameliorate the condition of the little sightless children of New England and to brighten their prospects of success, the kindergarten has given a great impetus to the education of the blind in general all over the country, and has paved the way for its expansion and improvement and for the realization of higher achievements and richer results than have heretofore been obtained. It has swept away the cobwebs of gloomy formality and me-

chanical drudgery from many a schoolroom and has infused vital force and vigor into the whole system of instruction and training. Above all other things, it has demonstrated the value of Froebel's rational methods of physical, mental, moral and spiritual development as applied to children bereft of the visual sense, and has inaugurated a new era of reform and progress.

As spread the circles on the lake,  
From pebble dropped by infant's hand,  
And, reaching to the farthest shores,  
The rippling waves their curves expand :  
So may the waves of holy light,  
Which from this centre spread afar,  
To souls as yet in darkness show,  
Of knowledge fair, the morning star!

The little school is unquestionably one of the most beneficial institutions in Boston, and the deep interest shown by all classes of people in its work and in its growth and prosperity, is especially noteworthy.

So much for the achievements of the kindergarten. Now, let us see what are its principal needs, which will have to be supplied in order that the measure of its usefulness and beneficence may be filled.

These may be briefly stated as follows :

*First.* Until a regular income large enough to cover all its current expenses is secured, the number of the annual subscriptions to the kindergarten must be increased, so that the danger of encroaching upon permanent investments or of borrowing from them may be avoided.

*Second.* The amount of \$70,000 which is still lacking, should be raised to complete the endowment fund, and place the establishment on a firm financial basis.

*Third.* A balance of \$18,500 is required to pay off the whole of the debt incurred for the construction and finishing of the new buildings, and this sum should be raised without further delay and the infant institution relieved from its embarrassing burden.

*Fourth.* The finishing of the central or main building, a portion of which has already been erected, is not merely desirable, but absolutely necessary, and steps should at once be taken toward the accomplishment of this end.

These needs are not new to the readers of these reports nor to any of the friends of the kindergarten. They have been previously set forth and fully explained; nevertheless we deem it our duty to recur to them frequently lest they should remain unknown to those members of our community, who walk on the sunny side of the street in silver slippers, or should unintentionally be overlooked by some of the truly philanthropic and benevolent citizens of Boston, who are in full sympathy with the cause of the blind.

**MORE ANNUAL SUBSCRIPTIONS NEEDED.**

Go gladly, with true sympathy,  
Where affliction's pale victims pine,  
And bid life's sweetest smiles again  
Along their pathway shine.

—CHASE.

About the middle of January 1893 the new buildings of the kindergarten were practically finished and made ready for occupancy; and on the 27th of the same month a second household was formed equal in size and in all its needs and requirements to the first. There are now two families instead of one.

Thus, while our enlarged accommodations have enabled us to receive 64 children instead of 36 (the former number), they have also necessitated the employment of twice as many officers, teachers and domestics as were in the service of the infant institution a year ago.

Since the beginning of the present school term many little boys and girls have been brought to our door seeking for admission. We have taken in one after another, until every nook and corner in both buildings are filled. I am grieved to say, that, although our accommodations are thus crowded to overflowing, there are still five or six little ones, poor and in need, who stand without the fold. These children are just at the proper age to benefit by the education given at the kindergarten; but, alas! we cannot receive them. There is no room for them!

Moreover, the steady progress made by the little

scholars in their physical and mental development and in manual training renders it absolutely necessary for us to engage the services of special instructors fitted to carry on the work in its advanced stages.

Owing to this continual and rapid growth of the kindergarten and of its wants, the current expenses have been more than doubled, while the receipts from all sources have been steadily falling off on account of the great depression which has prevailed in business circles. In consequence of this state of things the cost of maintaining the school will be far in excess of the regular income. Unless our needs are soon supplied, we shall be confronted by a gloomy prospect of debt and discouragement, bringing serious menace to the work and activities of the infant institution.

But we cannot take a step backward. We are therefore constrained to appeal in the most urgent manner to all benevolent and generous members of our community for immediate relief. We cannot do otherwise, although it is our most ardent wish to trouble them as little as possible. The work rests upon their hearts and hands; and, until a permanent source of income is secured, we shall have to depend upon additional gifts and upon the increase of the members of the auxiliary society.

This organization was established under the auspices of the ladies' visiting committee, and has proved to be one of the most efficient agencies for promoting the welfare of the kindergarten. Mrs. John L. Gardner held the office of treasurer for several years and

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attended to the details of its duties with indefatigable industry, which was productive of the most gratifying results. On her retirement she was succeeded by her niece, Miss Olga E. Gardner, who continues to serve with great zeal and uncommon diligence; while Mrs. Elizabeth C. Agassiz, of Cambridge, Mrs. Elizabeth S. Whitten, of Dorchester, and Mrs. M. V. Pierce, of Milton, are still in charge of the branches formed through their own exertions in their respective places of residence.

These and other kind friends and practical helpers continue to labor in the field of afflicted humanity with tireless enthusiasm and marked devotion, and it is chiefly due to their combined efforts that the number of the annual subscribers has been brought up to about 660.

All this is excellent and encouraging, but it is not enough. More is absolutely needed. In order that the work of the kindergarten may go on without interruption until the goal of its endeavors is attained, an increase in the number of regular contributors is indispensable. Indeed, there is no security from embarrassment and no assurance of progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is addressed to all liberal-minded and tender-hearted persons, but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters are not only in full possession of their faculties, but roll in the abundance of comforts and are favored with the enjoy-

ment of every conceivable advantage and of a great variety of pleasures. The case of the little sightless children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants live and move and have their being under the sullen canopy of a ceaseless night. They are doomed to perpetual darkness. To them never returns,—

*Day, or the sweet approach of eve or morn,  
Or sight of vernal bloom, or summer's rose.*

The outer world, with its countless images of beauty and sublimity, and with its marvellous sources of knowledge and inspiration is a blank to them. They are isolated by their infirmity, and, if left to themselves, degenerate in idleness. They languish under the grievous burden of their deprivation, which doth lie over them like an incubus, and they become dull by inaction. In some instances they are not only oppressed by poverty and deprived even of the necessary means of existence, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

In view of these facts it is evident that a broad and rational education is to the little blind children not merely an accomplishment or a luxury, but the sum and substance of their salvation. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the Aladdin's lamp that will

illumine their pathway and lead them out of darkness into light, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

From the depths of their misery and wretchedness these puny and weakly little figures turn their pale and wan faces towards you, fortunate parents, whose offspring is hale and —

*Greatly blest with every blooming grace.*

They cry unto you, imploring you to lend them your aid to cross the river of their afflictions and to stand, strong and perfect, on the further banks. Are you going to fortify yourselves conveniently behind the wall of "hard times" and turn a deaf ear to their entreaties? They beg of you in the name of mercy to roll away for them the ponderous stone that shuts the entrance of the sepulchre, in which their humble talents are entombed, so that these may be vivified by coming in contact with air and sun. Will you give a cold denial to their request? They ask you for nothing less than what is to them the veritable bread of life. Will you have the hardihood to send them a stone in reply?

For their sake, as well as for your own and for that of your children, I hope and trust that your response to this urgent appeal in behalf of the kindergarten will be most favorable.

Why should I think that it could be otherwise?

Judging by what has been done in the past, have

I not ample reason to believe, that Boston and the neighboring towns—nay, that Massachusetts herself—will refuse to allow the cause of the little sightless children to decline or to suffer for want of adequate support?

#### INCOMPLETENESS OF THE ENDOWMENT FUND.

*The sum of \$70,000 is still lacking.*

Keep onward, right on, till the prize is attained!  
Front the future with courage, and obstacles fall.  
By those, and those only, the victory's gained  
Who keep faith in themselves and in God over all.

—REXFORD.

The completion of the endowment fund is of the utmost importance to the kindergarten. It is this alone that can ensure the permanency and prosperity, the growth and development of the infant institution. Without an unfailing source of income, its very existence is precarious. Instead of thriving and expanding, sending forth new shoots and buds, it will dwindle and become dwarfed—perhaps wither and decay.

The importance of the endowment fund as a prime factor and most essential element in the ultimate success and financial security of the kindergarten has been universally recognized, and there has been no want of strenuous and constant efforts for its consummation. Unfortunately, however, there have been no substantial and definite gains made in this direction. The total amount of money received for this

purpose during the past twelve months was \$18,-  
320.05. We are very thankful for this increase; but  
a balance of nearly \$70,000 still remains to be raised.

The story told by these simple figures is clear and impressive. They render it imperative for us, much to our sorrow, to call anew upon the friends and benefactors of the blind and ask them for the sum which is still lacking to complete the endowment. We beg of them to consider the matter in all its bearings and to strive to obtain an adequate fund, thereby placing the kindergarten in such a financial condition as would enable its managers to increase its usefulness, broaden its scope and expand its beneficence in the interest of scores of little sightless children, who might be thus reached and saved.

This appeal is addressed not only to those who have been ever ready to lend us a helping hand, but to all thoughtful and compassionate persons, whose humane instincts have not been hopelessly ravaged by the canker worm of selfishness and who deem nothing that relates to the welfare of mankind foreign to their feelings. We do beseech one and all of these to heed the plea and take prompt action for a favorable reply to it. Will they do so, or will they allow the question of the endowment to drift along among the shoals of uncertainty, or to freeze up in the marshes of cold indifference? In view of the magnitude of the existing necessity, will they not rise up as never before, individually and collectively, and place this enterprise on a secure and lasting foundation? Can it be, that

their sympathy and bounty will be withheld from an object that so vitally concerns the welfare and happiness of a large number of the less fortunate members of the human family?

It is true, that the demands of the kindergarten, owing to the astonishing rapidity of its growth and the marked development of its activities, have been steadily increasing. But among the numerous beneficent enterprises, which are constantly pressing their claims upon the community for support, is there one which is more exigent or more deserving than this? Is there another cause before the public that transcends in educational value, in social interest and in philanthropic importance the one which has no lesser object in view than the rescue of the little sightless children from the jaws of misery and providing for them the means of early training according to the best and most approved methods?

#### THE DEBT UPON THE NEW BUILDINGS.

These debts may well be called desperate ones.

— SHAKESPEARE.

It was stated in our last report, that the money raised for the construction and equipment of the two new buildings was not sufficient to cover the whole of the cost, and that a debt of \$21,500 had been incurred in consequence.

During the past year special gifts have been received from time to time for the removal of this

encumbrance, and the amount which remains unpaid is reduced to \$18,500.

It is hardly necessary to say, that this debt is a sort of nightmare to us. Although somewhat diminished, yet it is so large as to hang like a pall over the kindergarten, and to prey unsparingly upon its limited monetary resources. It swallows up nearly nine hundred dollars every year in the form of interest, and this amount has to be drawn from the annual income, which is far from being sufficient to meet the current expenses.

This burden is too onerous to be allowed to press relentlessly upon the work of the infant school for an indefinite period of time. The kindergarten cannot well endure such a heavy tax upon its finances. The discharge of the debt must not be postponed much longer. May we not hope, that effective measures will be at once taken for its speedy removal?

Who will help to free us from it?

Some time ago one of the most benevolent men of Boston, who is "the very soul of bounty," volunteered to contribute \$5,000 towards the payment of this debt, provided three others would do likewise, each giving an equal amount. So far nothing has been done to make this munificent gift available, and we fear, that it will come to nought unless the conditions attached thereto can be fulfilled without further delay.

Are there not among the many wealthy and benevolent men and women of this generous community

three, who, moved by the same public spirit which prompted the above-named offer, will join in the grand work of wiping out the debt and of relieving the kindergarten from the distress of a standing menace to its prosperity?

The maxim, "he gives twice who gives quickly," has a peculiar force and most appropriate application in this connection, and so have the following words of Shakespeare,—

Defer no time, delays have dangerous ends.

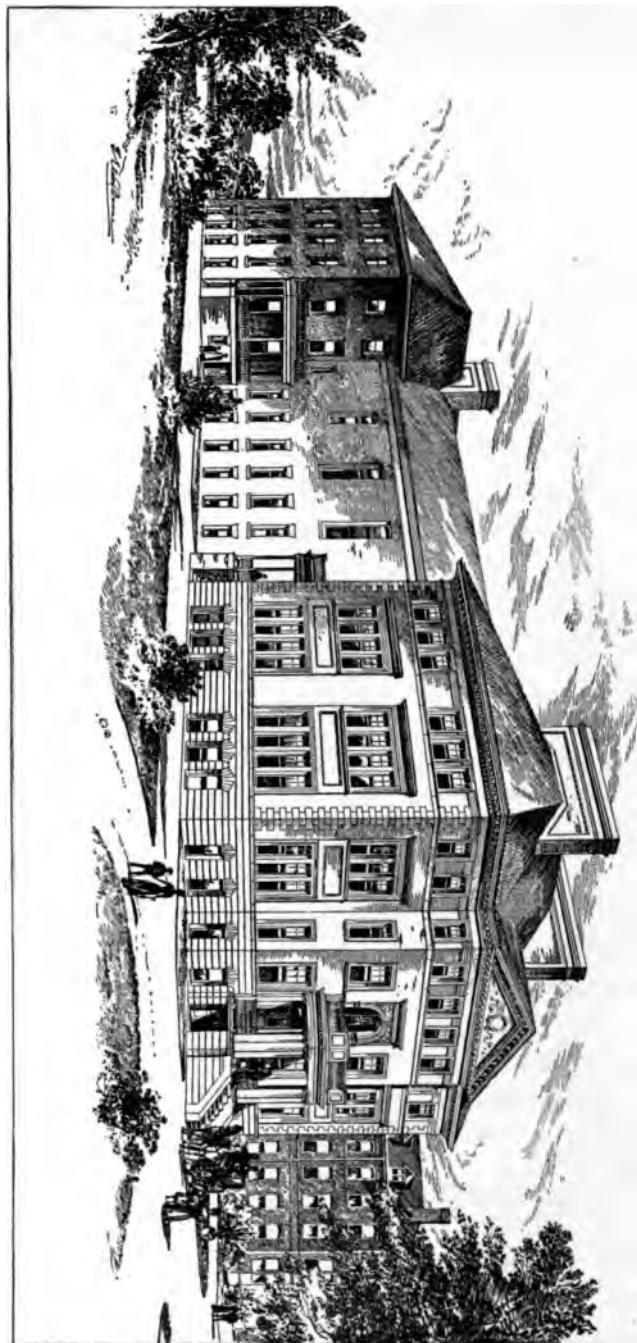
#### THE CENTRAL OR MAIN BUILDING.

If it were done when 'tis done, then 'twere well  
It were done quickly.

—SHAKESPEARE.

The central or main building, of which only a very small part was erected last year, remains in an unfinished state. In the course of the past twelve months no steps have been taken toward its completion and no encouragement has been received. The matter rests *in statu quo*. Early in the season when the times were still prosperous it was fervently hoped that some one of those who are the special favorites of fortune might decide to spend a part of his abundance in building this grand temple to humanity; but thus far this expectation has met with disappointment.

This edifice is of paramount importance to the growth and well being of the kindergarten, as well



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (Incomplete.)



as to the extension of the field of our operations far beyond their present limits. It is the first round in the ladder of real progress, the starting-point in the line of reform, the principal instrumentality in the re-organization and enlargement of our scheme of education. It is no hyperbole to affirm, that of all the buildings, with which the grounds of the infant institution are destined to be dotted in the fulness of its growth, this one is of transcendent importance. Indeed it is the very soul and central foundation of the whole group of these structures,—the nucleus around which all others will cluster in perfect order and harmony. Without it no efforts for bringing the kindergarten up to the highest possible standard of efficiency can be of avail, and no decided steps in the direction of further development can be taken.

It is obvious from these remarks, that there is much more involved in the completion of the main building than the mere addition of room and the increase of accommodations. In fact the solution of the great problem of the reconstruction of our work upon a broader and more comprehensive basis depends entirely upon it.

This edifice has been designed with the view of answering the purposes and meeting the requirements of the infant institution for many years to come. A general idea of its external appearance may be formed from the engraving printed on the preceding page, but an exact knowledge of its utility and of the details of its internal arrangements can be obtained

only from an examination of the plans. These have been prepared with great care and good taste by Mr. Walter R. Forbush, an architect of practical experience and superior skill. They are now ready for use, and are waiting for the advent of a munificent benefactor, who will undertake to pay the cost of carrying them out and will thus raise a magnificent monument to his own benevolence and generosity, which will be more enduring than granite and brass. Doubtless there are many wealthy men and women in our community, who are fully able to do this. May we hope, that the project will soon attract the attention and commend itself strongly to the heart and judgment of some one of these, so that through the touch of the magic wand of his or her liberality what now seems to be merely an idea or a vision may become a substantial and lasting reality?

Millions of dollars are annually given for the establishment and endowment of schools and colleges for the benefit of children and youth who can see. Is it presumptuous or unreasonable on our part to ask, that a fair proportion of these gifts shall be bestowed upon the cause of the education of the sightless?

### MRS. WARREN B. POTTER FUND.

Honor to those whose words and deeds  
Thus help us in our daily needs.

— LONGFELLOW.

Nearly two years ago Mrs. Warren B. Potter won through her munificence the right to occupy a very prominent place in the ranks of the benefactors of the little blind children. Since then she has given new substantial proof both of her generosity and of the profound interest which she continues to take in the cause of the blind by adding \$5,000 to her original gift. Thus the permanent fund bearing her name amounts now to \$25,000. Moreover she has contributed \$200 for current expenses.

The kindergarten has had in the course of its history no warmer friend, no more whole-souled and large-minded benefactor than Mrs. Potter. Her name stands next to that of Miss Helen C. Bradlee, the largest contributor to the infant institution. I need scarcely say, that the generosity of these ladies is most highly and heartily appreciated by every one of the managers and officers of the kindergarten, and most of all by the writer of this imperfect and most inadequate tribute to their liberality.

In this connection we acknowledge with a sense of deep gratitude the receipt of two testamentary bequests of \$7,700 and of \$5,000 respectively, the former from the estate of the late Mrs. Elizabeth W. Gay, of Boston, and the latter from the executrix of the will

of the late Mrs. Eliza B. Seymour, of Cambridge. These legacies, coming as they did in good time for our wants, have afforded us much needed help and have strengthened our hands. The memory of these kind and benevolent donors, who remembered the kindergarten so generously, will be cherished and revered for all time to come. May their thoughtful example be followed by others.

#### PRIMARY CLASSES AND INTRODUCTION OF SLOYD.

The monarch oak, the patriarch of trees,  
Shoots rising up, and spreads by slow degrees.

— DRYDEN.

Since the occupation of the new buildings our course of training has been rearranged, and a very important feature has been added to it. A primary department has been organized, comprising two classes, one of boys and the other of girls. These divisions are branches of the main tree, and their work is carried on in accordance with the principles which underlie Froebel's admirable scheme of education. The little pupils are taught on kindergarten lines and by kindergarten methods. They are trained to learn by doing,—that is by using their sense of touch rather than that of hearing.

In addition to this we have taken another step in advance, which, considered in its true light, is of inestimable value. In connection with the simple course of elementary studies we have introduced a

carefully graded system of manual training, which is strictly scientific in its methods and purely educational in its effects. It is sloyd in knitting and needle-work, adapted to the needs of children under eleven years of age, and calculated to develop through the exercise of the tiny fingers the conscience and intellect.

Manual training in general, and in particular sloyd, which has been making such marked progress on both sides of the Atlantic of late, is undeniably the direct outcome of Froebel's views. It is the crystallization of his thoughts and the fruit of his teachings. It is the logical sequence of the methods and occupations prescribed by him in the kindergarten, the outgrowth of his principles, ripened by the experience of twenty-five years into their present universal form.

Froebel dwelt with special emphasis upon the necessity, that the child should be educated from the very beginning to self-activity and productive energy — to observe and invent,— and that measures should be taken to stimulate and develop his creative faculty, his power of observation and invention. He recommended as a means to this end his ingeniously devised system of occupations and gifts. In a description of a kind of institution, which he proposed to establish at Helba, near Meiningen, for the purpose of carrying out on an adequate scale some of his distinctive plans for general education, he said, that the training and instruction were to be based "on creative effort and on the union and interdependence

of doing and thinking, representing and perceiving, skill and science."

Few were the earnest disciples, who, converted to the ideas of Froebel, undertook to substantiate them and to put them into practice. Prominent among these was Uno Cygnaeus, the father of the primary school in Finland.

In 1858 this remarkable man was entrusted by the government of his native land with the mission of travelling through the various countries of Europe and studying the different pedagogical methods employed therein. No abler person than he, nor one more competent for such a task could be found even in Scandinavia. He was a great teacher, a keen observer, a rational thinker, a patient investigator, and a practical philosopher. His heart and mind were always in his work. His addresses on education were replete with sound advice and wise counsel and were listened to by his auditors with rapt attention. In speaking to young teachers, he never failed to exhort them in the most fervent manner to remember, that "the cause of the school was holy."

In the course of his travels in Germany and elsewhere Cygnaeus sought eagerly to obtain information from every available source. Among the books, which he had read bearing upon the subject of his mission, were the writings of Froebel, and a careful study of these convinced him of the necessity of introducing into primary instruction such kinds of handicraft as have for their aim the training of the

hand, the awakening of the æsthetic feeling, the development of the sense of form, and the imparting of general skill. Evidently he was one of the first to grasp the importance of sloyd as a factor in general education as opposed to industrial, and to urge the incorporation of manual training into the curriculum of the schools. His strenuous efforts in this direction were heartily supported by all educational reformers, and especially by the disciples of Froebel, and bore bountiful fruit in his own country. The law of 1866 made sloyd obligatory in all primary schools. The success of the movement in Finland stimulated Denmark, Sweden, Norway, Germany and Austria to like efforts. From Sweden, where it was greatly improved by Herr Otto Salomon, director of the normal sloyd seminarium at Nääs, the system has passed over to England. Indeed in a measure both Europe and America now recognize the importance of sloyd, the spread of the kindergarten ideas having prepared the way for it in more than one country.

It is obvious from this brief historical sketch, that sloyd [Sw. *slöjd*, skill, dexterity, especially mechanical skill, manufacture] did not originate in Sweden, notwithstanding such good authority as that of the Century Dictionary to the contrary. It is the gift of Finland to the world. The honor of its invention belongs to one of the most distinguished sons of that country. It was Uno Cygnaeus who before all others perceived the usefulness and recognized the immense value of sloyd as a factor in pedagogy. It was

through his researches and investigations that this new and most potent feature of modern education was discovered. It is founded upon the principles of the kindergarten and contains within its scope aids to the three-fold development of the child and to the integral cultivation of all his faculties and aptitudes.

On the other hand, great credit is due to Herr Otto Salomon for the two significant services, which he has rendered to the movement.

*First*, he has given to sloyd a scientific form, which has enhanced its worth and efficiency.

*Second*, by subjecting the different kinds of sloyd to educational tests, he ascertained that wood sloyd was calculated to produce the best results, and so has confined his attention to that alone discarding all other forms.

Considered from a theoretical point of view, this concentration appears to possess many valuable advantages. In one respect, however, it seems to have been carried too far. By excluding the use of all softer and more pliable materials than wood, it fails to provide a form of manual training for children under eleven years of age, most of whom cannot yet handle a plane well. This defect has been clearly shown by several competent judges, and especially by Miss Hulda Lundin, inspectress of the girls' sloyd in the public schools of Stockholm, and a woman of active mind, energetic spirit and varied experience in matters of pedagogy.

In Finland the field of sloyd is broader and more

extensively cultivated than elsewhere, and the materials used are not restricted to one or two kinds. On the contrary, wood and iron, cardboard and pine-strips, canvas and twine, cloth and worsted, all are employed according to the ages, sex and requirements of the pupils. There are in that country four normal institutes, supported by the government for the training of teachers, one in Ekenäs, a second in Nykarleby, a third in Jyväskylä, and a fourth in Sordavala. Besides these there is a private seminarium in Helsingfors under the charge of Miss Vera Hjelt, an enterprising and gifted woman. She has prepared among other things a series of working models for young children who are just completing the kindergarten course.

Last summer, while I was examining the various educational exhibits at the world's fair in Chicago, I came across a series of models made by the pupils in the public schools of Stockholm and illustrating Miss Hulda Lundin's system of teaching girls' sloyd. I was at once struck with the progressive character of the plan on which they were built, and upon studying them closely I became thoroughly convinced of their pedagogical value. Following the rule which is suggested by Victor Hugo in his saying,—

Je prends mon bien partout où je le trouve,

I decided to introduce into the kindergarten sloyd in knitting and sewing. No sooner had I reached this conclusion than I set to work to secure the services

of a trained teacher, and I am glad to state, that in employing Miss Anna Molander of Finland, I hit upon the right person. Like Miss Vera Hjelt, she is a graduate of the normal institute at Ekenäs and is peculiarly fitted both by nature and by education for the work of an instructor. She taught sloyd for twelve years in the public schools of Helsingfors and was a personal friend and great admirer of Cygnaeus, whose bright memory is lovingly cherished by every teacher in Finland.

The method of instruction pursued by Miss Molander is designed to exercise the hand, quicken the power of thought, strengthen the love of order, develop independence and inspire respect for carefully and intelligently executed work. It is only a short time since she entered upon her duties in the kindergarten; but the results thus far obtained are very satisfactory and bear convincing testimony both to her natural ability and to her excellent qualifications as a teacher.

#### FRUITS OF THE KINDERGARTEN.

Roving the field, I chanced  
A goodly tree far distant to behold,  
Loaden with fruit of fairest colors.

— MILTON.

The young tree of rational education, which was planted in the spirit of love and cultivated with great care in accordance with Froebel's methods and principles, has already begun to be "flourishing in pro-

duction," and gives promise of a bountiful yield of fruit in the near future.

The love of books is the groundwork of good scholarship and one of the principal avenues which lead to the heights of knowledge. It is the master-key that opens the treasures of literature and history, of science and philosophy, of human experience and



ELECTRIC CAR MADE BY A LITTLE BOY.

wisdom. An adequate, and I may safely say, a high appreciation of the value of the printed page is instilled into the minds of the children, and the little fingers are trained to discover for themselves the mysteries of the ridgy lines, which reveal such wondrous stories and marvellous truths to reward their patient study.

In the primary department connected with the kindergarten two large classes in reading have been formed, and NOT ONE of the members of either divi-

sion has failed to learn to read with his fingers. On the contrary, all have become good readers, while nearly all the smaller children, Tommy Stringer included, have made most creditable progress in the same direction.

This significant fact, added to many other proofs of a similar character, is an emphatic and conclusive refutation of the oft-repeated assertion, that only thirty per cent or one-half of the pupils attending schools for the blind can learn to read raised print in line letters. In the light of our own experience and of that of other institutions in the country, this mischievous and misleading statement, which is widely and unscrupulously circulated, appears to be without foundation in fact, and worthy of the bigoted spirit and the reckless disregard of truth which gave it birth.

Another illustration of the first fruits of the kindergarten is afforded by the following *fac-simile* copies of two notes, written by two of the little girls without dictation or assistance of any kind and sent to me as a friendly greeting. It may be well to state, that these specimens do not differ in any essential point from the compositions of other pupils. Their young authors are not gifted with especial talents nor do they stand high above their classmates. They possess average abilities, and their training has been exactly the same as that of the rest of the children.

Jamaica Plain.  
Dec. 21 '93.

Dear Mr. Douglass.  
I will write you a  
Christmas letter.  
I have made some pres-  
ents for Mamma and  
Wesley. I made Mamma  
a hair of silketers and  
Wesley a neck tie hold-  
er.

There are twelve girls  
here now, the rest have  
gone home for the vac-  
ation.

I am glad I can write  
to you myself.  
I wish you a very  
merry Christmas and  
a Happy New Year.  
Good bye with much  
love, I am  
Dora Newton.

Martha Griffin, the writer of the following note, is the little colored girl, whose illness gave us considerable anxiety last year. It was the kind care and tender treatment which she received at the kindergarten that moved Mrs. Laura Ormiston Chant to say in one of her public addresses, that love "kept the dying child there," and that "comforts are being poured out to give sight to the blind."

Jamaica Plain.  
Dec. 20th 1893.

My dear Mr. Anagnos

I am going to  
write you a Christmas  
letter. I made for  
Christmas a coat for  
Mrs Weston's baby.

I wish you a  
Merry Christmas and a  
Happy New Year.  
With much love

I

am  
Martha Griffin





WILLIE ELIZABETH ROBIN.

The clearness and beauty of the chirography, the correctness of style and the simplicity of expression, which characterize these letters, all bear ample testimony to the superiority and efficacy of the progressive and natural methods, which are employed in the instruction and training of the children at the kindergarten. Only upon the sound and solid foundation of intellectual and moral development, which is laid by the works of this infant institution, will it be possible for us to build such a comprehensive and complete system for the education of the blind of New England as we propose to establish in the immediate future.

#### WILLIE ELIZABETH ROBIN.

And thus she moves in tender light,  
The purest ray, where all is bright,  
    Serene and sweet;  
And sheds a graceful influence round,  
That hallows e'en the very ground  
    Beneath her feet.

— CHARLES SWAIN.

The education of this interesting child has been continued through the past year with most satisfactory results. The progress made by her in physical, intellectual and moral development surpasses the most sanguine expectations, which her rare qualities of body and mind have aroused.

Unquestionably Willie is a child of very fine development in every way. During the past twelve months she has grown taller and larger, and is full of life and

vigor. She is well proportioned in form and striking in appearance. Her graceful figure, her symmetrical features, her soft, fair skin, her rose-colored cheeks, and the sweetness and light that beam through her face render her a picture of unsurpassed comeliness and radiant beauty. Her manners are winning and her movements are full of grace and vivacity. She is indeed a child of more than common gifts.

Willie's mental growth has kept pace with her physical. She has successfully completed the usual kindergarten course and has been promoted to the primary department. She pursues her studies as diligently as any of the other tiny scholars. She is strongly attached to every one of her classmates and companions, and is much beloved by them.

She is a spirit still and bright  
With something of an angel-light.

She has made long strides in the acquisition of language and has become so familiar with all the parts of speech, that she not only comprehends them thoroughly but uses them intelligently. Her vocabulary is extensive, and she converses with astonishing rapidity both by means of the manual alphabet and of articulate speech. The following *fac-simile* copy of one of her simple productions gives a fair illustration of her handwriting and composition.

## The Botany Lesson

Alma and Eda two  
little girls are sitting  
by the window looking  
at the flowers.  
Alma is a cripple  
like Charlie a boy  
in Texas. Eda is  
Alma's sister and  
she likes to go to  
school and tells  
Alma about flowers  
and Eda told  
Alma that the  
stem of a leaf has  
another name, it is  
called the petiole.

The tiny leaves at  
 the end of the petiole  
 are called stipules.  
 Eda learned to call  
 the parts of the flower  
 by their names.  
 Corolla means crown.  
 Calyx means cup.  
 Botany is over  
 Willie J. Faber

Like the rest of the children at the kindergarten  
 Willie has been taught in accordance with the methods  
 of Froebel, i.e. she has been led to acquire knowledge  
 by doing and not by committing to memory the words  
 of instructors or the contents of text-books. The  
 effects of this training are particularly noticeable not  
 only in the manual dexterity which she displays, but  
 in the naturalness of her expressions, the acuteness of  
 her observations, the clearness of her ideas, and the  
 development of her creative and constructive powers.  
 Moreover she reasons correctly and possesses great  
 fertility of invention. In fact, so far as originality in  
 its true sense is concerned, Willie has no equal among

the other blind and deaf who have come under my observation.

The study of the case of this remarkable little girl is as instructive and as deeply interesting as ever. Her presence at the kindergarten is a continual source of joy and gladness, and her work an inspiration to others.

Favorable circumstances made it possible for us again to put Willie during her vacation in charge of her dear friend and wise mentor, Miss Annie Emily Poulsson, who, in company with her sister, was to pass the summer months in Fayville, Mass., at the home of our friend and former coworker, Miss Cora A. Newton. This arrangement was one of the most fortunate events in the life of the sweet child. For the healthfulness and quiet of the place, the intellectual and refining influences of the home circle and its truthful tone, the constant watchfulness and judicious devotion of the Misses Poulsson, all combined with the unfailing kindness and loving care of Mrs. and Miss Newton, to aid the germination of the seeds of fine qualities in the little girl and to nip in the bud any tendencies toward vanity and frivolity that might have been accidentally fostered in her. These influences all tended to keep her simple and natural in her manners and thoughts, and to make her happy, sensible and healthy in body, mind and soul. When I had the pleasure of spending a part of a day last August with the child, I was very deeply impressed with the fact, that every one around her seemed to be

eager to do something for her comfort, contentment and improvement. Even Jack, the faithful dog of the family, gladly submitted to Willie's scrutiny, as if conscious of her infirmities, and willing to aid her in all that lay in his power. She had thus a practical opportunity of learning to distinguish the structure and characteristics of the different domestic animals, by which she did not fail to profit.

I am firmly convinced, in view of the natural and progressive development, as well as of the marked originality of this beautiful little girl, that the study of the details of her case is to scientists and philosophers in general and to psychologists and teachers in particular infinitely more instructive and of far greater value than that of any other blind and deaf child, with whom I am personally acquainted. Wishing therefore to have the story of her education written in full by a competent and strictly conscientious person, so that it might be accessible to those who were desirous of profiting by it, I asked Miss Laura E. Pousson to prepare such an account, and also to supplement it by a brief statement of what little Tommy Stringer had accomplished during the past year. She kindly consented to undertake this task, and wove from the materials placed at her disposal an interesting and even fascinating narrative, which is at the same time absolutely correct. This gives a comprehensive view of Willie's life and growth and a series of vivid and life-like pictures of her work and

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progress. The author of this unique sketch may well say with Horace:

Dicam insigne, recens, adhuc  
Indictum ore alio.

Here is Miss Poulsson's account.

Three years ago, as Christmas tide drew near, a mother and child set out on a strange journey from the "Lone Star State" to distant Massachusetts. A great hope implanted within the mother's breast had led them thus "to gon on pilgrimage," for had she not heard that a wonder almost as great as the veritable making of the blind to see, the deaf to hear and the dumb to speak could be accomplished for her child—a "lone star" child indeed—who neither saw nor heard nor spoke.

Only three years ago! Yet who will say that a seeming miracle has not been wrought since the trustful mother left her child at the kindergarten for the blind, and, bravely solitary, took her long way back to Texas?

Willie Elizabeth Robin was born at Throckmorton, Texas, July 12, 1884. Her father was a Swede and her mother a native of Middle Tennessee. Both were possessed of sterling character and robust health, and Willie set out in life with the rich inheritance of a strong constitution and a happy spirit. As a baby she was considered unusually bright and active. Her senses were perfect, and she had already begun to talk, when, at the age of eighteen months, she was attacked by a severe illness, which left her without sight and hearing, and as a consequence, without speech.

With returning health Willie's natural activity asserted itself in spite of her deprivations; and as she grew older

she became not only self-helpful in many ways, but, when there were two younger sisters to be cared for, this tiny creature would help her mother to dress them, would wash their faces and hands after meals, and join in, if not lead, their happy frolics.

The arrival at the kindergarten was made Dec. 20, 1890, Willie being then nearly six and a half years old. Both travellers received a cordial welcome, and Mrs. Robin was invited to make a little visit at the kindergarten in order to get acquainted with her daughter's future home and enjoy some of the sights of Boston. During the ten days of this visit, Willie's special teacher, Miss Effie J. Thayer, was not idle. As companion, playmate and observer she learned much concerning her little charge, besides gathering from the mother all the information possible about Willie's previous life; so that when Mrs. Robin departed and the time for regular lessons came, Willie's teacher felt that she had a good basis of acquaintance upon which to begin her teaching.

Meanwhile Willie had found much to interest her. There was the beautiful kindergarten building to explore, special rooms to locate, and extraordinary objects on every side demanding investigation from her busy fingers. Most delightful of all, there were little girls to be rapturously studied and played with, some of the pupils having remained at the kindergarten during the Christmas holidays. Braids and curls and bangs, aprons and guimpes, plump hands and poor little slender ones,—what an absorbing interest was attached to all these when a curly head meant Martha, a chubby, dimpled hand distinguished Emma, and no one wore exactly the same kind of a ruffled apron as Katie! Surely, Willie was not at a loss for occupation while waiting for the kindergarten term to open.

*First Year.*

The words selected for Willie's first language lesson, Dec. 31, 1890, were fan, hat and ring. Her teacher had provided a variety of objects corresponding to these names, and began the lesson by giving Willie a small fan to examine and use, at the same time making the letters f-a-n in the child's hand.

Then she gave her another fan, again spelling the word. After showing her several fans of different styles and spelling the word each time, she continued the lesson in the same manner with hat. The drill on hat, fan and ring was varied in many ways. There were paper hats, clay hats, dolls' hats, — hats of every kind; hats in class and hats out of class; and, in obtrusive connection with each, that curious finger formula was presented! If Willie dressed to go out for a walk, coat and gloves and overshoes were comfortably at hand; but the freakish hat refused to appear unless summoned by finger magic. Even Laura, the kindergarten doll of that era, lost *her* hat one day in some mysterious manner, necessitating an attempt at spelling on Willie's part in order that it might be found. Those must have been strange days to dear little Willie!

As a "test" review of the three words which had been studied, Miss Thayer prepared a grab bag containing a number of hats, fans and rings.

Willie dearly loves a frolic, and the educational sportiveness of a grab bag review appealed to her very effectually. She ferreted out the different objects from the bag as their names were spelled to her, and proved beyond a doubt that she knew the words thoroughly. This was at the end of the first week's work.

But language teaching was only a part of what Willie was

to receive at the kindergarten. Gymnastics, weaving, stringing beads, paper-folding and cutting and pasting, and clay modelling, etc., all had their place from the first, and in them Willie showed both understanding and aptitude.

Some of her first amusements were : pricking paper with a pin, sewing with paper and string, tearing paper into bits and stringing these bits upon a cord as if they were beads.



WILLIE RECEIVING INSTRUCTION.

Willie's first voluntary use of her hardly-earned vocabulary of three words was in connection with the kindergarten doll, Laura. One day, soon after the conquest of these words, Miss Thayer happened upon Willie,— pretty golden-haired midget!—sitting by a sunny window, with the doll lying across her lap, face down and hat off; while Willie, smilingly wrapped in her own musings, was spelling h-a-t with her newly trained pink fingers. From this time she was often observed talking to herself in the manual alphabet.

Willie's bed-making (and a tidy little bed-maker she is) had also a voluntary beginning soon after this. The other little girls made their beds, so Willie ambitiously determined to do likewise, and was found by her teacher one morning absorbed in the attempt. Self-help is taught early and conscientiously to the blind children ; but six and a half was considered rather a premature bed-making age for Willie, even at the kindergarten, so her initiative was not at once followed up. However, about three months later, there is an entry in her teacher's diary, stating that "Willie makes her own bed now every morning."

The children at the kindergarten for the blind take great delight in bodily activity after they have been encouraged to overcome the timidity engendered by their condition and by the over-carefulness of friends ; and the playground and gymnasium present lively sights when the children are taking their exercise. Willie plays among the rest ; and if any one should come seeking her there, he might do so in Robert Bloomfield's words :

Where's the blind child so admirably fair  
With guileless dimples, and with flaxen hair  
That waves in every breeze ?

And she could be pointed out :

With others matched in spirit and in size,  
Health on their cheeks and rapture in their eyes.

Much of the same poem, "The Blind Child," is so descriptive of the playground scene at the Jamaica Plain kindergarten, and so beautiful in itself, that further quotation may be enjoyed.

That full expanse of voice, to childhood dear,  
Soul of their sports, is duly cherished here,

And hark! that laugh is his, that jovial cry;  
 He hears the ball and trundling hoop brush by,  
 And runs the giddy course with all his might,  
 A very child in everything but sight;  
 With circumscribed, but not abated powers—  
 Play the great object of his infant hours!  
 In many a game he takes a noisy part  
 And shows the native gladness of his heart.

### Sometimes

the childish fortitude awhile gives way,  
 . . . . . yet short the pain;  
 Soon he resumes his cheerfulness again.  
 Pondering how best his moments to employ  
 He sings his little songs of nameless joy;  
 Creeps on the warm turf for many an hour,  
 And plucks by chance the white and yellow flower.  
 Soothing their stems while resting on his knees  
 He binds a nosegay which he never sees;  
 Along the homeward path then feels his way  
 Lifting his brow against the shining day,  
 And with a playful rapture in his eyes  
 Presents a sighing parent with the prize.

In the diary kept by Willie's teacher, it is recorded during the first month that Willie had had a glorious time riding in a cart drawn by the other blind children; that she had taken her turn in riding on the tricycle; that she had joined in the class games, being particularly "fond of being a dove and flying away"; and that when her turn came to climb the rope as a gymnastic exercise she knew quite well what to do, and would gladly have tried climbing to the top without help, if allowed to have her own way.

During the third month of instruction Willie progressed rapidly, taking the kindergarten course with her class, and increasing her vocabulary to more than 125 words. She

also began to form sentences. This rapid advancement continued throughout the kindergarten year, at the end of which Willie was taken to Miss Thayer's home in Williamsburg, Mass., where she spent the summer vacation very happily and made many friends.

By Sept. 30, 1891, Willie's vocabulary had increased to more than 400 words and she was able to understand almost any question or remark which was addressed to her. She had also had her first lesson in reading embossed print. A decided inclination to talk with the lips had by this time manifested itself, and this tendency had been so enthusiastically fostered by Miss Thayer that Willie could already articulate *mamma, man, mill, moo, arm and Tom*, and was practising on words containing more difficult sounds.

### *Second Year.*

Coming back to the kindergarten in Sept. 1891, Willie showed much pleasure in meeting all connected with the institution, and remembered their names perfectly. The moment she left the street car she realized where she was. Bursting into a joyous peal of laughter, she ran eagerly toward the kindergarten with many an "oh! oh!" of ecstasy; and when admitted to the house she scampered, full of loving anticipation, up to the familiar room of Miss Greeley, the matron, for whom she has much affection. Her friendliness toward the girls was prettily manifested by her frequent inquiries as to when each would arrive, and so overflowing was her interest that it extended even to the returning valises and trunks.

So much had been accomplished during the previous year that a good groundwork had been laid for further progress, and Willie's advancement became surprisingly rapid. The

knowledge of language, which she had gained, enabled her to work, as the other children did, from verbal direction, except, of course, that Willie's directions were spelled into her hand, and at the end of the kindergarten year, September 30, 1892, she had completed the full kindergarten course, keeping regularly with the other children of her class; and had executed in a dainty and skilful manner all the requisite handiwork of the course. She had studied numbers up to 20, had acquired from 75 to 100 words in articulation, and could pronounce several sentences; had made a beginning in writing; and had taken part in the kindergarten games and gymnastics with perfect freedom and delight.

All this mental development and improvement in manual dexterity and general power of coördination had been accompanied by brilliant health and steady bodily growth. Willie's character had also ripened and sweetened; she was much more affectionate and more amenable in conduct. It was observed early in her kindergarten life that an appeal to her understanding was more effective than the use of force; thus, naturally, as avenues of communication opened, she became more responsive and tractable.

During the winter of this year Willie made a visit to New York with Miss Thayer. Some time afterward, when in a reminiscent mood, she was naming over several people whom she had not seen for a long time. Finally the names of two New York residents were mentioned, and then the whole enumeration was rounded off by the remark that "Hark and Quick lived in New York, too." A rather clever personification of New York noise and bustle for small Willie to have made! Willie's second summer was spent with Miss A. E. Poulsson, in order that Miss Thayer might have a rest from the constant care of her little pupil.

She endeared herself greatly to those with whom she came in contact, and passed a happy and profitable holiday.

### *Third Year.*

The great event of Willie's third kindergarten year was her visit to Texas. For a long time previous she had been very busy making presents for her papa and mamma and two little sisters. In one of her articulation lessons she had been talking with Miss Thayer about these two little sisters, whom she was longing so much to see, when she was suddenly struck with the idea that when she went to Texas she would be assuming what, to her idea, was a very interesting rôle. *She* would be one of those delightful creatures, who every year appeared at the kindergarten and ~~found~~ within its walls so much happiness ;—she would be "a new girl." In Texas Bonnie and Mattie would be the old girls. "When I get to Texas there will be a new little girl. Three little girls." "Yes," said her teacher, "you *will* be a new little girl to them. When you left Texas you knew scarcely anything. If you wanted a drink of water, the only way you could ask for it was by crossing your arms and beating your hands upon your breast. If you wanted anything to eat, you could only tap your fingers upon your lips." Willie's eyes brightened and her whole face shone. A great awakening had come to her, which she represented dramatically by saying with an expressive gesture: "In Texas, nothing ; at the kindergarten, learn to talk." Then, with a comical inadequacy of representation, and using the first which presented itself of her articulation drill-sentences, she put up her two little thumbs and exclaimed: "In Texas [meaning when I go to Texas] I will say 'I have two thumbs !'" The exultant inflection, with which this hap-hazard declaration

was made, plainly showed the idea which was in her mind ; i.e., to convey to the unconscious Texans a suggestion of the great things, which the kindergarten had achieved for her since they had seen her last.

One night, filled with the thought of departure, she said in a sympathetic manner : " Poor Mr. Anagnos will not see Willie next week ; she will be far off in Texas."

Miss Thayer and Willie set out on their southern trip Oct. 18, 1892. Willie is a good traveller and stood the long journey very well indeed. Some tedious delays occurred, one of four hours, another of seven. Willie thought it very tiresome to have the cars stand still so long, and wanted to know " how many tomorrows " before she would be in Texas. Occasionally she would make the contemplative asseveration " many miles."

On reaching Albany, Texas, no one was found awaiting them. Four days and nights of severe rain had made such havoc in the roads that Mr. Robin had not been able to meet them as had been intended. So Miss Thayer and Willie were obliged to take the best chance that offered ; and after spending the night at Albany they started out in a buggy, with the mail carrier, for Throckmorton, forty miles distant. The wheels soon became almost solid with mud, but, a brisk north wind springing up, the roads began to dry, and they were able to complete eighteen miles in tolerable comfort. At this point they found themselves waterbound, the river ahead of them being much swollen and still rising. As Miss Thayer was pondering on their forlorn situation and trying to invent expedients, five cowboys rode up, with the news that Mr. Robin was on the other side of the river. Soon after, Mr. Robin arrived. Miss Thayer had purposely kept from Willie any knowledge of his proximity, but her recognition of her father was immediate and sure, though

she had her gloves on in greeting him. One of the cowboys took Willie with him on his horse, another took Miss Thayer, and the whole party ventured the crossing of the ford. All went well and at last Throckmorton was reached and the much-thought-of mother and little sisters became a reality to Willie.

The house at Throckmorton was entirely unfamiliar to her, as the family had lived out on their ranch in what is called "the rock house" until after Willie's departure from home; but she soon became wonted to her new surroundings.

Mrs. Robin was ill during the first part of her little daughter's visit, and it was very sweet to see how naturally Willie took up the post of "our eldest," teaching the children to walk quietly about on tiptoe, saying: "Mamma is very sick."

Life was not all attendance upon a sick bed to Willie, however, even during her mother's illness. There was Bonnie, and Mattie, and the play cart; a wee rabbit which her father had brought home for her to see, reading and articulation with Miss Thayer, and all indoors and outdoors to be explored. A recreation which was highly agreeable to the three little girls was that of driving about the dooryard, Willie seated in the cart as driver with Bonnie and Mattie for ponies.

How must the mother's heart have swelled with thankfulness as she saw this lovely, winsome creature returned to her so full of gayety, helpfulness and resource. Her thankful utterance might have been —

Thou dear, dear child!  
Thou happy innocent spirit! 'Tis  
A rich o'erpayment of my woes  
To see thee gather up such full enjoyment

Within the narrow limits of the good  
Which thy hard fortune gives thee.

As soon as Mrs. Robin was sufficiently recovered, a jaunt was taken out to "the rock house," their old home, a small building comprising only two rooms. The party consisted of Mr. and Mrs. Robin, Miss Thayer, and Willie and Mattie; and the drive was about ten miles in length. After they arrived Willie was led to the house and then left to her own discoveries. As she appeared to feel timid her mother took her by the hand, and then Willie's investigation began. Stepping into the larger room and finding it destitute of furniture, Willie was surprised. Seeking a clue to such a strange state of affairs, she asked where "the lady" was, and the table, and the bed, and the cat. Her only idea thus far seems to have been that a fine chance for housekeeping was going to waste. Her next query was: "Where are the hens and the chickens?" The hen coop was visited and found empty. Going into the house again she felt of a shelf in the corner of the smaller room and immediately said, "water," showing that she remembered this shelf as the place where the water-pail had formerly stood. With this recollection came a flood of others. She went to the door and felt of the latch,—a curious one which was quite puzzling to unfasten; but Willie handled it with familiar ease and it worked like a charm. A bit of rag, which Willie herself had tied to the door long before, was there still; Willie untied it and put it in her pocket. Going out and walking to the cistern she said, "water; where is the pail?" After examining the outer wall of the house with Miss Thayer she stepped inside again and asked: "Where are the bureau and trunk?" Being told that they had gone to the new house, she continued, "a nice new house in Throckmorton and this is the old house." On Miss Thayer's asking "what

little girl used to live in this old rock house?" she responded: "Willie used to live in this old rock house; three little girls." [Bonnie and Mattie and herself.] "When did you live here?" "Before I went to Boston." "What did you do when you lived here? Where did you play? Show me."

"Where are the two horses?" questioned Willie, in reply, starting out for the barn and going in exactly the right direction. She laughed to herself as she entered and found her way about. She discovered the two horses eating hay; opened a small door leading into the room where the feed was kept, asked for the carriage and went to it; remembered a big wagon and asked for that also, saying "two." After investigating in a manner which showed indubitably that she had entirely recalled her old acquaintance with the barn, she returned to the house. Here she spoke of the stove, saying it had gone to Throckmorton. Then taking her mother's hand and motioning toward the place where their clothing used to hang, she said: "Dresses?" She even remembered a little hole in the door between the two rooms and sought it out.

After an outdoor luncheon Willie again took her mother's hand, and, drawing her away, said: "Want to go to the tree." Being taken to it she climbed up, and then appeared to be looking for something. Her mother thought she must have remembered the beans which grew upon the tree, and that she wanted some to eat.

On the way homeward they drove about a little to give Miss Thayer a view of the ranch. Passing near a large flock of sheep, Mr. Robin caught one for Willie to examine. This she enjoyed very much, and also a visit made to the sheepcote.

By and by, the ranch was left far behind, the horses

settled down to a steady trot, and the tired pleasure seekers sank into willing quiet. This lasted until they were nearly home; then Miss Thayer received from Willie the outcome of a long meditation.

"Willie will stay in Texas with mamma, papa, Bonnie, Mattie, Lizzie and the cat. Willie will go to the kindergarten no more. Poor Willie will not see Miss Thayer any more. Willie stay a long time in Texas. Oh, joy! Miss Thayer go back to the kindergarten alone and say: 'How do you do, Miss Greeley?' Miss Thayer will say goodbye," (taking Miss Thayer's hand, shaking it, and drawing Miss Thayer's face down for the representative goodbye kiss.)

Miss Thayer asked Willie when she wished her to go back. Willie answered: "In twenty tomorrows. Only *one* go back, *Willie No! No! No!*"

"You will have no one to talk to if Miss Thayer goes away. Mamma, papa, Bonnie and Mattie cannot talk with their fingers."

"Willie talk no more with her fingers!" (putting her hands down tightly in her lap and showing a most determined mouth.)

"What if your trunk and your pretty dresses go back to Boston for some new little kindergarten girl about your size?"

Willie's hand wandered in a hesitating manner over the dress she was wearing. She felt that something to wear was a necessity.

Then Miss Thayer said: "Oh, you may keep that dress;" whereupon Willie seemed to feel herself out of a predicament and announced: "Stay in Texas. Mamma will sew some day."

Dear little Willie! Loyal home lover! The family instinct, always strong within her, was now newly roused and intensified. At the kindergarten, in her references to the

old home, and in all her reproductions of it with blocks, etc., the father, mother and *three* little children (herself being one) invariably appeared; the home always contained the family, and the family was always an unbroken unit.

A couple of days after the return from the rock house, Willie wanted to play with her blocks, and became much absorbed in them. Finally she called Miss Thayer to look at what she had made. There were two houses,—the one at Throckmorton and the "rock house." Belonging to the latter there was the cistern, the old tree, and the barn. In the old barn were the two horses eating out of the manger, the room for the feed, the wagon in the barn and the carriage just outside, as had been the case on the day she saw them. Everything was excellently reproduced. The relative distance and direction of house, barn, cistern and tree was perfectly correct, as is almost unfailingly true of Willie's representations.

As time went on new objects connected with "the rock house" suggested themselves to her. She asked one day about "the dog with a rope around his neck," and "the big hole in the ground," by which she meant the watch-dog and the well of the rock house days.

The happy Texas visit did wonders for Willie in articulation. Always eager to learn and use the language of the lips, she found herself in surroundings where that alone seemed of much avail, and on her return north a great gain was noticed.

At length the second start for Massachusetts had to be made. There were goodbyes to father, mother and little sisters and cordial Texan friends, and then Miss Thayer and her little charge set out. They left Throckmorton Dec. 16, 1892, had a less troubled trip than when going down, spent the Christmas holidays at Miss Thayer's home in Williams-

burg, and made their welcome reappearance at the kindergarten, Jan. 2, 1893.

Willie was delighted to be with the children again, and took up her regular lessons as if there had been no break whatever. Before the close of the kindergarten year she had read as follows:

(By touch with one hand and spelling out the words with the other, that they might be seen by the teacher,) *Black Beauty*, 4th, 5th, and 6th Readers.

(By touch, and oral reading of each word,) 1st Reader, and *The Little One's Story Book*.

(By Miss Thayer's reading to her,—i.e., Miss Thayer's making the letters in Willie's hand and Willie thus "listening,") *Seven Little Sisters*.

Her number lessons were continued but articulation had become the medium of recitation. Practice in writing, gymnastics, games, and all the regular lessons of her class were also included in the daily programme.

The summer of this year (1893), like the previous one, was passed under the care of Miss A. E. Pousson. It was not desired that any regular instruction should be given, the two main intentions being that Willie should enjoy the change from institution to home life and that she should live as directly and freely with nature as possible.

Most of the summer was spent at Fayville, a village of about 370 inhabitants, where a charmingly simple and quiet life was led. So few people did Willie come in contact with that she summed up her calculation concerning the size of the village, soon after her arrival, by saying that there were "five houses in Fayville;" and so fond did she become of the family whose pleasant home she was sharing, that when Mr. Newton was engaged in the parlor with an unexpected business man one day, she felt that the stranger was quite "de trop," remarking: "I do not like a crowd in Fayville!"

Willie lived almost entirely out of doors ; for, except during hours devoted to meals and sleep, she seldom went further than the piazza for house shelter. The apple boughs were her roof, the sand pile and the grassplot her bowers of delight. A patch of long and flower-spangled grass was a rich treasury opening at her touch ; the barn was an enchanted castle with a four-footed "Prince" (the family horse) within it ; while for carriage, boat, and speedy train, lo ! there swung the hammock, ready at her will.

Country life is extremely valuable for Willie since it brings her in daily contact with natural objects in a natural way. Investigations which, in school life, are perforce concerned with isolated or special objects presented by the teacher, are carried on spontaneously by the child in harmonious surroundings, and with the repetition and variety so especially necessary to a child like Willie.

Willie's investigations in Fayville were mostly among the common things in the dooryard, where she passed the long sunny days of July and August. Happily she felt no repugnance toward any insects or other small creatures, but took them in her hands with delight. At one time it was a moth which she examined, or rather *experienced*, by holding it in her hollowed hands and feeling the motion of the wings. The wonder of their swift motion was at first enough for Willie ; further investigation seemed a matter of indifference, though the number of the moth's wings and legs were finally ascertained.

Rosebugs were plentiful, and Willie captured many of them and put them in a box with airholes, furnishing leaves and petals for them to eat. Also, she and a little neighbor used to catch grasshoppers, put them into a tin box, and then sit down cosily on the piazza steps and free the lively creatures that they might "go home to their mothers," as

Willie said. The method of capture was one originated by the little girls. They established themselves in the patch of uncut grass, and when Florence, who held Willie by the wrist, saw a grasshopper, she projected Willie's hand suddenly, Willie's hand clutched, and the grasshopper was caught.

Willie had examined chickens several times,—in Hingham with her kind friend Mrs. Whiting, and in Texas ;— but that one can always learn something was evidenced after her examination of a Fayville chicken. She reported that it had "six feet,— two threes." When that information was met with incredulity, she spread out three fingers to represent the way the three feet grew from each leg. It was explained that they were toes and that there was a fourth toe also.

A sociable toad hopped out from under the piazza on her birthday and was given to her for inspection. She took it and handled it fearlessly, saying, while her fingers were busy stroking it : "For my birthday. I am nine years old." It was interesting to watch her when deliberating as to the toad's name. Her fingers wavered in a pretty uncertainty, half-forming one letter and then changing it to another, until, at last, "Pat" was decided upon, Willie uttering the word distinctly at the same time. Permission was given for the toad to be kept over-night in a wooden box with air-holes, but in the morning, to Willie's great disappointment, it had escaped. As a panacea she and Miss Poulsson had a long and happy talk, such as she dearly loved, sitting on the piazza steps in the morning sunlight. She was told of the toad's home, of the toad himself and of his probable desire to get back to his mother, until she was quite reconciled to having had her toad visitor for a short time only. A second toad, christened "Prat," in distinction from the first one and

yet in memory of it, was kept for a time and then set free very willingly when Willie had considered its hunger and desire for freedom. She felt the vibrations of the toad's throat as it uttered its little squeak, and then imitated the sound almost perfectly. That the blind should "see through their fingers" we have become accustomed to; but this hearing through the fingers is a new wonder.

Willie was fondling Jack the spaniel one evening just before going to bed. She kissed him and said: "Good night, Jack;" and then, with her hand on his throat, said coaxingly: "Say good night to me, Jack! Try to say good night." Getting no answer, Willie was much grieved. "Jack did not say good night to me!"

Her hand was placed where she could feel the dog's tail, and Jack wagged it vigorously in response to her second good night, so that she went to bed satisfied.

The little girl sums up her observations comically at times. For instance, she discoursed as follows concerning caudal appendages.

"Cats' tails:" (waving her hand gently down, up,—down, up.)

"Dogs' tails:" (waving her hand right, left,—right, left.)

"Cows' tails:" (swinging her arm slowly and through a short arc.)

"Horses' tails:" (swinging her arm more quickly and farther each way.)

"Men and women, boys and girls, have no tails."

Willie planted some beans and showed much interest in watching their growth. When one sprouted she ran about calling to each person: "Come and see my bean! It got up!" She added later, in a talk: "In my garden the beans will grow, and the roots and leaves; a new leaf, old leaf."

The plants were visited frequently, and faithfully watered by the enthusiastic gardener.

One of Willie's independent botanical investigations was in connection with a tiny plant, which she pulled from the tall grass. She busied herself a long time in the examination of it, tracing its fine roots to the very tips, noticing the other parts of the plant carefully and afterward explaining the whole very creditably.

When playing under the apple trees with her doll, dishes, stove, etc., as she did by the hour sometimes, ants would come venturesomely crawling on her hands; as a forfeit, they were caught and felt of before being restored to freedom. A story of ant life, ("Mrs. Flyaway") had been told to her, by means of which her information and interest regarding ants had been increased.

Willie's letters during the stay at Fayville furnish a proof of the real pleasure which her various outdoor pursuits gave her, and also hint of the instruction which Miss Pouls-son was able to impart through the happy medium of story-telling. It was thought best that these letters should be taken down precisely as dictated by Willie, whatever their faults of omission or construction might be, so that she might enjoy greater freedom in her flow of thought and that a really just estimate might be formed of her attainment in language. They are therefore entirely original and unpolished,—a fact which renders them all the more interesting. The following are specimens:

Letter to her teacher. (*Dictated and uncorrected.*)

FAYVILLE, MASS., July 11, 1893.

DEAR MISS THAYER: Miss Thayer wrote to you and I [meaning to Miss Pouls-son and herself]. Miss Thayer has seen [would like to see] my moth and my rosebugs. I am gone to Fayville.

Miss Thayer has not seen me at Miss Laura's. I want to grow. Tomorrow, nine! [Her ninth birthday.] I went to see Miss Weston. Miss Thayer came [went] to Somerville to see Hattie and Linnie and her Aunt Lottie and her grandpa and grandma and the cat. Miss Fairbanks came to see me. Miss Thayer went to Williamsburg on the train,—longer, farther. She went in a hack. (Suggestion: "Tell her about yourself now.") I have played with Roland with the sand. Roland made a bridge and a post and a cave; the post a little tall. I went to play with Florence, with her carriage and dolls, and I went to swing with Florence. Miss Cora caught Roland running swiftly like a horse. I have been walking on the street and running with the fence [touching it with her fingers], and Miss Cora and you, Miss Annie, did not catch me!

I covered Roland in a hay and the dog kissed him on the face. I covered myself in the hay and Miss Annie cannot see and the dog came and kissed me on the face. Two! Roland and me! (Suggestion: "Can you tell about the chicken?")

I have seen a chicken and lettuce and flowers. I have seen a chicken's tail and feathers and bill, and two wings and two legs and long neck and funny tongue, little, long and short [showing with her fingers that she meant long and narrow.] Miss Thayer wrote to me. I have been at the kindergarten last fall. I send love to Miss Thayer. Please kiss me. (Then Willie said "mouth" and pressed a kiss upon the paper.)

*(Dictated and uncorrected.)*

FAYVILLE, MASS., Monday, 17th of July, 1893.

DEAR MISS THAYER:—Miss Thayer sent me a comb and a watch and a bracelet, and Mrs. Whiting and Papa Whiting sent me a pin. I have played with a toad, "Pat," for my birthday next [meaning *last*] Wednesday. I have played with Florence. Miss Annie gave me a wheelbarrow for my birthday, and Miss Cora gave me a pail and shovel. I went to ride to Marlborough to see Miss Newton. I have read with my mouth to Miss Howe and her

father and mother, and Miss Laura, about "The Toad and the Cat." I have played with Miss Annie's blocks, and made a house and all things, a store and berries and box and money. I went to Roland's house to see Roland his mother. Mrs. Newton,—that is his mother's name,—gave me two ribbons, white and pink.

Thank you, Miss Thayer, for giving me a comb and a watch and a bracelet. I cut the cake [her birthday cake]. Mrs. Newton made a big cake for me. I passed [the cake] to Mrs. Newton, Roland and his mother, Miss Laura, Miss Cora and Miss Annie, and I; and tomorrow [meaning yesterday] I passed to Miss Howe and Mr. Newton, and Florence and Nancy. I am nine years old. I will grow. Miss Thayer wants to see me, to see big girl, to see how I am grown. "Willie" and "9" was on the top of the cake. Goodbye, Miss Thayer. I will send love to Miss Thayer. From Willie. Goodbye, Miss Thayer. Thank you for the letter.

*(Dictated and uncorrected.)*

FAYVILLE, MASS., July 31, 1893.

MY DEAR MR. ANAGNOS:—Come to Fayville to see me and Miss Annie and Mrs. Newton and Miss Cora. We will meet you at the station. I have been playing with my blocks. I have a caterpillar. Nancy gave me the caterpillar. I went to drive, to have a picnic; and I had my dinner on the grass; and I have been making a sash of leaves. I put the beans in my garden. I made the garden; and the beans will grow,—I hope they will. The other bean—three leaves are grown, and the little new leaf is growing. I have seen a barn where Prince is. The horse is named Prince. Prince runs fast on the road, and Jack, the dog named Jack, is running behind Prince. I have been catching a grasshopper in the long grass. He jumped because he liked to stay in the grass. I did not squeeze and he jumped! I have been playing in the sand with my pail and shovel. I picked apples for Mrs. Newton and she made a pie for me,—Oh! Oh!—and I picked apples for Prince. He does not make a pie,—only

eats apples. You never saw me nine years old. I am nine years old on the twelfth of July. Goodbye, Mr. Anagnos. I send my love to you, Mr. Anagnos. From WILLIE E. ROBIN.

(*Dictated and uncorrected*).

FAYVILLE, MASS., Monday, Aug. 14, 1893.

DEAR MISS THAYER: I went to walk yesterday to see a pasture where the cows are; to see many things. I saw an ant house. I have seen two holes and the ants coming out. The holes are the doors and the ants were coming out. The ants live in the house,—many Mrs. Fliesaway and many Mr. Fliesaway and baby ants. The big ants made the house. (Does Miss Thayer know how the ants made the house? I will tell her.) They do not make out of boards. The ants make their house of clean sand.

I played with Florence on the long bank. We have been swimming in the salt water,—*play* salt water; only play *real* salt water.

Miss Cora found a hole,—Mr. Woodchuck's. I did put my hand in a little, a very little, in Mr. Woodchuck's hole. I have seen Nancy and she gave me things,—leaves, so many! and an umbrella; a flower was the umbrella. I have been swinging in the hammock yesterday and another day; so hot day! I went to Mabel's house to see Florence, and Mabel's and Florence's mother. I played with her [*i.e.* Florence's] things;—teapot like my teapot, big. I have been eating apples. I played on the piano at Mabel's house.

I planted trees; three trees. One pine tree, two trees not pine, no! I planted the pine tree and I planted the maple tree and I planted the chestnut tree. I watered with the water so to give trees a drink. We did dig to make deep holes. Miss Annie tells me stories about birds, and pigeons, and Speckle, and Mary and her Lamb, and grasshoppers. Mr. Anagnos came to see me Friday and Miss Cora came to see Mr. Anagnos. She gave me a frog and a worm and some candies. I played with Miss Annie's blocks and I made a funny big house. Goodbye, Miss Thayer. I send my love to you.

From WILLIE.

It was suggested to Willie one day when there seemed a pressure of writing in the household that she should write a letter entirely alone. There is always a great difference between the dictated letters of a child and its first unaided epistles. Willie's do not show a greater falling off than those of other children invariably do. Her first attempt was to Miss Thayer. It was faulty in the spacing and division of the words, but was well spelled.

DEAR MISS THAYER:—Miss Thayer may come to Boston to see me at Miss Annie's house [meaning *perhaps* Miss Thayer may come]. I am going home with Miss Thayer to the kindergarten. I love Miss Thayer very much. I have monkey with a dog [a toy] umbrella [carried by the monkey]. Goodbye. I send my love to you.

From WILLIE.

Another unaided and uncorrected letter was to Miss F. L. Johnson, the kindergartner of the girls' department at Jamaica Plain.

FAYVILLE, MASS. nineteenth.

DEAR MISS JOHNSON:—I have a caterpillar in box. I take the caterpillar to ride in a wheelbarrow. Mrs. Newton has a dog named Jack. He has curly hair, and smooth hair on his back. I have a sparrow. Why can it not fly? Because too wet. Mrs. Newton put the sparrow in a box to keep him warm. Goodbye. I send my love to you.

From WILLIE.

Willie's inventions with her blocks (kindergarten blocks, 5th and 6th Gifts) show what is in her mind, and it is sweet to see how often her thoughts revert to home. While in Fayville she sometimes built the rock house or represented the Texas family at a meal,—father, mother, Bonnie, Mattie and herself. The table was set with coffee for the father and water for the rest, beans, meat and potatoes. At an-

other time a large enclosure was made, to simulate the sheep pasture. After careful counting and arranging it was shown that there were "six sheep and six lambs,— twelve!" The gate was turned over instead of opened in the ordinary way. "Like my father's gate. Miss Thayer said it was a funny gate," explained Willie.

The following is one of Willie's home letters. (*Dictated and uncorrected.*)

FAYVILLE, MASS. 23d of August, 1893.

DEAR MAMMA:— I love you very much. I built a rock house and hen house and cistern and barn and pen for the cow and calf. With two chimneys on top of the roof of the rock house. I have not seen two chimneys on the rock house; too high. I made the rock house with the blocks and I made father and mother and sisters,— Bonnie and Mattie and Willie—and the cat with the blocks. I went with Miss Annie, like last summer. I am going home to the kindergarten with Miss Thayer to school with the children. I went to drive with Prince, and Jack went to run with Prince. The horse is named Prince and the dog is named Jack. I am nine years old. I picked apples. I put apples in a basket, —from the ground. I eat apples. I have been reading aloud to Miss Annie with my mouth, like my mother did talk. I fed Prince with oats and hay. I fed Jack with muffin, and he ran with the muffin. My doll is broken. She fell.

It is going to rain and the mother birds will put their wings over the baby birds to keep them warm and dry, and the father birds will sit on the branches of the cherriestree. I send my love to you and father and sisters, Bonnie and Mattie, and to my cat. Goodbye. From Papa's and Mamma's little daughter,

WILLIE.

It had been the ideal for Willie's summer that she should be tossed into the lap of nature, and the stay at Fayville certainly made that a reality. It is needless to say that

Willie threw. Her appetite, sleep and general health were perfect, and her disposition docile, affectionate and winsome. No wonder that Miss Poulsson rejoiced in her little charge; saying to Mr. Anagnos in a letter which accompanied one of Willie's: "Willie is a delightful piece of humanity,—a materialized sunbeam if ever there was one."

Occasionally, however, the child's strong will made prompt obedience difficult. Upon one of these rare occasions, she was told that when she was in a better frame of mind she could let Miss Poulsson know. She was in her own room at the time. Shortly after, a noise was heard which may have been a bit of foot stamping, but it was not repeated. The really sound and sweet nature of the child was shown by the way in which her season of solitude was occupied. Her little room received a thorough setting-to-rights. Everything in the bureau was refolded and put back in apple-pie order. Every dress in the closet was taken down and rehung, the boots and shoes set toeing a line, the brush and comb cleaned, and the articles on the wash-stand and towel rack rearranged. When this was done, a few extra touches were put to her hair and finger nails, and then a very tidy, sweet-faced little damsel emerged, announcing herself at the proper door by a gentle knock. Into the open palm stretched out to receive her communication she spelled: "I have been very good now," and then repeated aloud: "I have been very good now!" Could the golden saying "outward order tends to inward clearness" have been exemplified better? And is it not a sound nature which works off disturbances in such a fashion?

A trifling incident noted down by Miss Poulsson gives a little glimpse of Willie's loving disposition. The memorandum says: "The other day when Willie was told to get her sewing, she demurred in a very pretty way, spelling: 'I

do not want to sew,' very slowly, only half forming the letters and scarcely touching them to my hand. 'Oh,' I said, 'but you remember dear Mrs. Whiting and how pleased she will be with a pillow case which *you* have made.' 'Yes,' said Willie, a sweet look taking the place of the momentary cloud, 'I will sew.'"

Mr. and Mrs. Whiting are devoted friends to whom Willie owes many kindnesses and for whom she has great affection; and no one could be a more appreciative recipient of the patiently made pillow-case and all the love that was put in it than "Mamma Whiting." The last three weeks of Willie's vacation were spent with these good friends, whose warm and gracious hospitality has made their house a second home for her.

Willie's instinct of causality is strong. That she was exceptionally amenable to reason was observed when she first came to the kindergarten. She seeks the why and the wherefore assiduously. "Yesterday," says Miss Poulsson's note book, "her little hand came up with its oft-repeated 'why?' and I did not respond. So Willie spelled: 'Say 'because' to me!'"

Another of Willie's marked characteristics is her independence. This is, of course, a most valuable trait, since timidity and dependence often hinder the development of blind children. "Let me do it," is constantly on her lips and her fingers; and the power gained through self-help is still expended by Willie in helpfulness toward others, as it was when she assisted her mother in dressing Bonnie and Mattie before she came to the kindergarten. At Fayville she would say sometimes, after she and Miss Poulsson had made their own beds: "Shall we surprise Mrs. Newton and make her bed?" and it was charming to see her flitting about, smoothing out every wrinkle with zealous care, her

radiant face and merry laugh testifying meanwhile that she was taking sweet pleasure in the thought of the pleasure she was to give.

One result of the limits which Willie's condition imposes upon her is a conservatism, which leads her to resent any deviation from what she considers an established method or custom. Generally speaking she knows only the *one* way in which to do a thing, and her involuntary attitude toward any other way is that it is a wrong one. For instance, when tea was served on the piazza as a summer treat, it was received by Willie as a very peculiar and not wholly proper innovation. She needs a judicious variety in methods of working and living to keep her from getting into mental ruts.

Willie's imagination is very vivid and a source of much pleasure. As is proper at this period of her development it is perfectly childish, and its magic light plays over everything she does, whether it be mothering her doll, bathing in the "play" salt water on the terrace, dressing the invalid, Mrs. Bed, for the day, or acting out the scenes of a reading lesson.

With a child of Willie's limitations there is one consideration, which, important as it is in the development of all children, needs to be especially kept in mind in her case; *i.e.* that each stage of development should have its proper and sufficient time. Froebel pleads strongly for this in his *Education of Man*, urging that "the vigorous and complete development and cultivation of each successive stage depends on the vigorous, complete, and characteristic development of each and all preceding stages of life." With Willie the early childhood stage should certainly be somewhat prolonged, as it takes her longer to get the same amount of experiences, and resulting impressions and ideas, than is required for a nor-

mal child unhindered by Willie's deprivations. Willie is so ambitious to be a "big girl" that she will be more likely, if encouraged to do so, to "put away childish things" before being ripened by them than to remain a "little girl" too long. Although in physical development, size, strength, &c., she is normal and may be so treated, mentally and morally she must be regarded as being at a stage corresponding to a much earlier age than her actual years; since her mental and moral training began at a time when other children had already gained much development through the two senses, which were utterly closed to her. The mental immaturity resulting from this fact, and from the fact that her opportunities for receiving impressions and ideas are much fewer and her development therefore less full, makes it difficult to give her certain ideas such as a child of her years might be supposed to receive.

It was thought best for her to have the great gain, which contact with the other children at the kindergarten would give even with the risk of her receiving some wrong or confused ideas on special subjects, particularly those relating to spiritual matters. When it is considered that she is in reality less than three years old in language, with all that that implies, it will be easily seen that she is only so far ready for thoughts on these subjects as an ordinary child of two and a half or three years. As her knowledge of life increases, and as she becomes capable of understanding words of subtler import than those which constitute her present vocabulary, she will be better able to receive knowledge concerning spiritual truths.

With her loving heart, and a spirit sweet and open as the day, no one who sees her daily life can doubt that she will be led to "do the will" and thus "learn of the doctrine" in God's good time.

## THOMAS STRINGER.

"Sir," said the least of the little boys, "I was almost beat out of heart; but I thank you for lending me a hand at my need."

— PILGRIM'S PROGRESS.

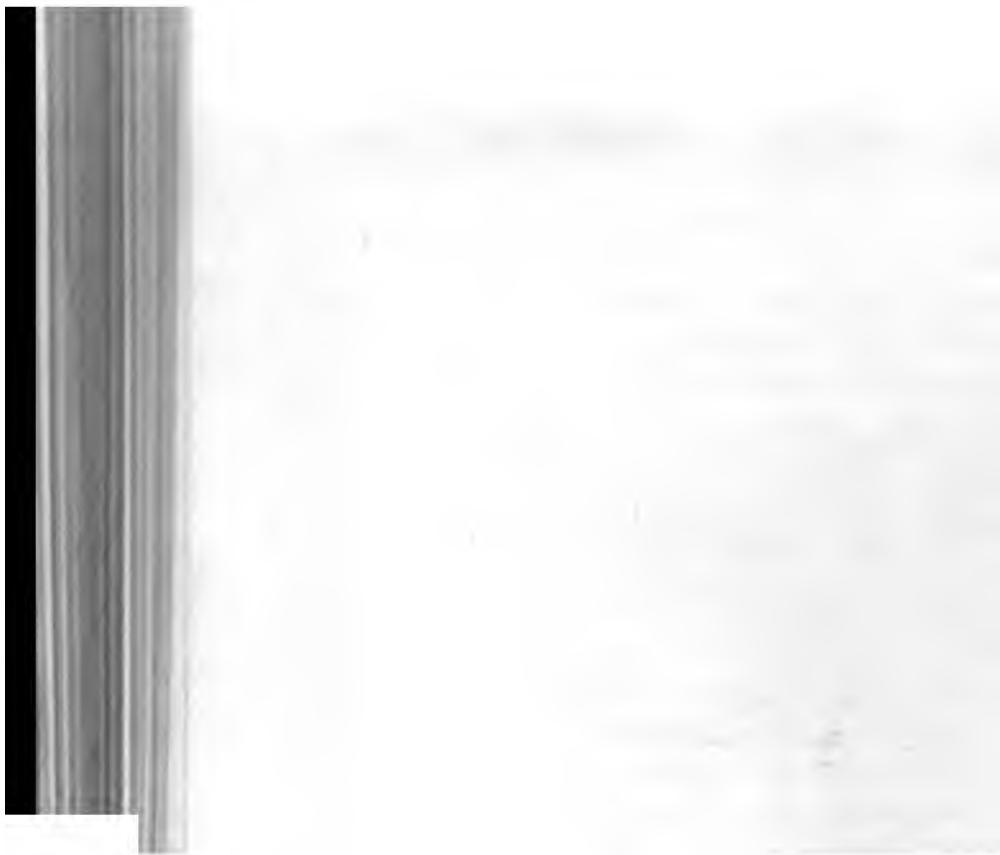
A recent visitor at the kindergarten for the blind happened to come upon a class just assembling from the playground. The boys were streaming cheerily into the hall, among them a sunny-faced, sociable little fellow, hand-in-hand with one a trifle larger than himself. The pair entered in jovial mood, but subdued their gamesome spirits at the suggestion of a gentle teacher standing near and began to take off hats, coats, mittens and overshoes in an independent and capable manner. Soon they were ready for class, and each started off, feeling his way to his proper place and then sitting down quietly to his work, which happened to be sewing; but it might have been reading, number work, gymnastics or kindergarten; for the boys have all these and more.

The younger boy—full of mischief on the playground, able to help himself about his clothes, and going into class for lessons,—can he be Tommy Stringer, who, not much more than two years ago was like a mere baby, creeping about, with no means of communication and no resource? It seems almost incredible, yet so it is,—Tommy Stringer, rescued, loved, growing in knowledge and power!

Tommy is not a New Englander, but a native of Pennsylvania, having been born in Green Co. of that state, July 3, 1886. He was received into the kindergarten for the blind, April 8, 1891, through the great kindness of the trustees, who admitted the little alien when the educational institutions of his own state were unwilling to take up the burden. The cost of educating a child like Tommy,—deaf, dumb and blind,—is necessarily large, although kept



THOMAS STRINGER.



within the closest bounds ; and this cost has been met thus far by the generosity of the public, under the sweet leadership of Helen Keller. The story of Tommy's progress must therefore be of special interest to many, because he is an object of their special bounty ;—bounty freely bestowed both for love of Helen and in tender pity for dear little Tom himself.

#### *Personal Characteristics.*

The child's intelligence is of an excellent order,—a matter worth great rejoicing ; and his disposition is sweet, loving and merry,—another matter of rejoicing : nevertheless, owing to a curious sluggishness (more bodily than mental), and a spasmodic "balkiness" in disposition, his path of education is beset with snags and pitfalls. The digging out or getting around these educational snags is often a work of great labor, at which Tom manifests little or no desire to assist. He becomes inert, as it were, before the obstacle, trusting that his teacher will lift him over or carry him around it. The pitfalls are those of obstinacy, and when he falls to the depths of one it is a hard task to get him out. He lies there prone, seemingly unregardful of any disciplinary discomfort or coaxing love. These pitfalls, however, are often skirted with great skill by means of Tom's increasing interest in his occupation ; and a continual experience of the fact that his teacher stands gladly ready to aid his efforts when he has difficulties to overcome, though she will not allow him to shirk them, has made its impression upon Tommy ; and he works now with much more zeal and application than formerly. In fact, the past year has been one of remarkable development. He has made excellent progress in his lessons and gained love on all sides, no one having greater affection for him or being more proud of him

than the teacher whose patience and wisdom are most taxed by his miscreants.

He is a merry, mischievous little fellow, full of pranks and very fond of a trick. While at his teacher's home in the winter he was allowed to "help" in baking cookies. A fresh wa'cock, Tom assisting when they were put in and taken out of the oven. Then the good little boy was to receive a cookie and sit down upon the kitchen hassock to eat it. But where was the hassock? It had been there an instant before. No one had left or entered the room; yet—where was the hassock? Being somewhat acquainted with the little boy's "tricks and manners" the housemother thought herself of looking into the oven; and there, sure enough, was the hassock, commencing to bake. Tom had secretly whisked it in during the moment the oven door was open awaiting the second batch of cookies!

During a short vacation at the kindergarten, Tom was put under the waitress' charge at the table. Knowing that all persons cannot understand manual speech, Tom took it for granted that the waitress could not, and mischievously determined to play her a trick by passing off some wrong words upon her. So when he was ready to be excused from the table, he folded up his napkin, put up his plump hand, and tried to gain his liberty with a quickly spelled "*bread and butter*" instead of "*please excuse me*." But his monitor knew too much for him, and challenged the spurious password; whereupon Tom laughed roguishly, and spelled the proper sentence.

As Tom cannot hear the rising bell, his room-mate generally announces its signal to him by drawing down the bed covering; this Tom takes to kindly enough except on mornings when he is very sleepy and loth to stir. One evening Tom was sent to bed later than Lyman, and found the latter

snugly tucked in and asleep. Soon after there was a distressed cry from Lyman, and Tom's teacher appeared on the scene to learn the cause. Lyman sat on a chair in pathetic sleepiness while Tom stood guard at the side of the bed, which he had rifled of counterpane, blankets, sheets and even pillow-case. The chance to give the disturber of morning slumbers a taste of the discomfort resulting from his method had been too enticing for Tom, and he had yielded to the impulse. There seemed to be no malice, however; for when told to remake the bed Tom quickly went to work and soon had it neatly done. Then, going to Lyman, he summoned him with voice as well as finger-spelling, and led him to the bed, saying, "*come, Lyman, come.*"

Mr. Anagnos, on one of his visits to Jamaica Plain, entered the schoolroom when Tom was struggling over the word *thread*. Tom, having been touched by Mr. Anagnos, turned toward him, felt his sleeve-buttons, perceived who it was and sprang into his arms. (Tom has not read *The Pilgrim's Progress* but he loves "Great Heart.") Then, as if fearing that it might not be right to leave lessons for a frolic, he stretched out his hand toward his teacher and spelled *thread* graciously and with ease.

Tom's old habit of tearing his night dress, sheets, &c., has been nearly overcome, but an occasional vestige of the propensity shows itself. His teacher writes in her diary: "Last night Tom amused himself by pulling the buttons off his night gown. After school today I took him to my room, gave him a needle and thread and buttons, and taught him how to sew the buttons on. He surprised me by his aptness at learning to do this; though he shows aptness in nearly all manual work." Through this little experience Tom must have gained some idea of what it is to have "the punishment fit the crime."

The boys of the kindergarten are fond of Tom and very good to him. Tom returns their affection and shows it prettily at times. When his special friend, Fred, returned from a two days' visit, Tom was upstairs, occupied in bed-making. Fred sought him out, gave him a joyful hug and kiss, and then went on to his own duties. Warm-hearted little Tom was so rejoiced at his friend's return, that he danced up and down with delight, spelling "*Fred! Fred!*" all by himself, long after Fred had gone.

He soon knows when any member of the household is away; and, as he also knows where each one rooms, he goes to the door of the absentee and raps repeatedly, spelling the person's name and saying: "*Come, come, come!*" Once when his teacher had been away a short time, during which he had grieved for her, he showed deep happiness on her return, and greeted her most lovingly. Then, in the exuberance of his joy, he began spelling the names of all the objects in the room which he knew, as rapidly and correctly as he could! The precious boy was offering on the altar of his love the best he had to give. Could it have been said more touchingly: "Silver and gold have I none; but *such as I have, give I unto thee.*"

Tom's timidity, which was at first very great, has abated noticeably. It was a long time before he took any pleasure in the cart, which the kindergarten children draw each other about in, and it required much careful leading on the part of his teacher to get him to overcome his fears and be drawn by her. But perseverance won the victory, and Tom now enjoys the courage which he has gained. "Tom's fear of the cart has vanished," says his teacher, "and it is now his delight to have Fred give him a ride in it. Even when the cart was overturned today, throwing Tom out, he was ready to climb in again as soon as possible."

Another growth in courage:—“After travelling once across the bar in the gymnasium Tom found out that the other boys returned in the same manner to the starting point; so, wishing to do as they did, he spelled ‘up! up!’ until I lifted him to the bar again, when he made his way back like the rest. Heretofore he has shown considerable fear in doing this exercise.”

And what a record is the following, concerning the helpless, inactive, baby-like boy of a short time ago! “Tom often takes letters to the post box. He goes out of the gate, crosses the street, keeping on until he reaches the fence opposite; he then follows the fence to a certain point, whence he steps to the right and finds the box. He never misses it. Having deposited the letters, Tom turns to the fence, walks along, and crosses the street again to the gate. He goes to Miss Greeley every morning to ask if she has any letters to be posted.”

Tom knows the days of the week, and has the usual kindergarten affection for clay day. Entering the schoolroom one *Friday*, he stood still for a few minutes inside the door, as if thinking, and then spelled brightly: “Apron!”—an apron being the concomitant of his dearly beloved clay.

On a *Saturday* he was asked what day it was, and responded correctly. Then his teacher questioned further: “What day was yesterday?” and Tom replied somewhat slowly that yesterday was Friday. As “yesterday” was a new word, he was asked to repeat his statement; whereupon the roguish Tom, who had feebly sensed the lurking of a pun during the spelling of Friday, made his little joke by spelling with a mischievous smile: “Yesterday was Fred.” Poor wit, but an attempt, an awakening; and not so very far behind the pleasantries of some more ably weaponed pundits.

One *Monday* morning, Tom, though in perfect health, surprised his teacher by refusing to eat his breakfast. After endeavoring in vain to induce him to take the food, Miss Brown sent him from the table. She could not conceive the reason for his strange behavior until later, when, in the articulation lesson, Tom asked her to say different words for him, among them "corn-bread and butter." Then she remembered that there had been corn-bread on the table for several



TOMMY EXPLAINING A SPHERE.

Mondays previous, and, to Tom's mind, that was an inevitable reason why there should have been corn-bread on this Monday morning also; so it was corn-bread or nothing to him.

This tendency toward the methodical is one of Tom's strong characteristics; and it is, in the main, of advantage

in his education. One day, for instance, his teacher gave him a word-lesson by asking him to bring her objects with whose names he was familiar. The lesson was a pleasant and successful one; but when she wished to have a similar lesson the next day, Tom was quite disconcerted because she did not call for the same objects as on the day before; and he was not content until he had explained the trouble to her by spelling the names of the omitted objects and bringing the objects to her.

#### *Progress in Lessons.*

At the beginning of the year covered by this report, Tommy's vocabulary in manual speech consisted of 137 words and a few phrases. The end of the school year, June 28, found him with a vocabulary of 600 words. Meanwhile he had kept up with his class in kindergarten work. Between January and June he made a complete set of the sewing cards and also of weaving mats, in addition to those which he had made previously. These sets are to be kept as samples of his work.

#### *Reading.*

Reading by touch was begun April 24. On May 15, his teacher writes: "Tom is reading very nicely. I have illustrated each lesson with the object or animal of which the lesson treats. When unable to procure a live animal, our school models have been of great help. We have used the pig, horse, cow and rat in this way." June 2 finds Tom on lesson 20 of Turner's *First Reader*, in which book he continued throughout the rest of the term.

*Number.*

Tom has had exercises in counting and some other simple lessons in number. After counting his six kindergarten balls one morning he looked about for something else to count, and chose buttons. But there were more than six buttons; so on he went, counting up to twenty-four, which was as far as he had learned. Fired with ambition, he ventured on and reached twenty-ten. Started afresh with thirty, the way was clear to thirty-ten. Corrected at forty, he proceeded safely up to fifty and concluded the exciting count of the buttons at fifty-two,—the stock being then exhausted. He had gladdened his teacher's heart and made a notable advance in counting, through his spontaneous interest in the subject.

*Articulation.*

In articulation a fair commencement has been made. For example :

DECEMBER 5. Tom can articulate *come* very distinctly now. This makes six words : *Papa, mamma, Tom, arm, two, come.*

DECEMBER 20. Tom seems to have a slight idea of the use of articulation ; for this morning when I asked him his name, he put his hands down at his sides, and articulated : *Tom.*

DECEMBER 21. Today Tom again used articulation instead of finger language. This time it was the word *two*. He spoke it while telling me of the two halves of the cube.

FEBRUARY 28. Tom articulates twenty-four words very plainly, but not loudly.

MARCH 20. I am teaching Tom to say *my*. When he had mastered it, he wished me to show him how to say *Lyman*. Sev-

eral times of late Tom has asked how to speak words which are somewhat like those which he already knows.

APRIL 26. This morning Tom learned to articulate: *The sun is hot.*

The above extracts serve to give an idea of Tom's progression in the difficult task of mastering vocal language. It is a slow painstaking process, full of struggle and drill; but the ability to express himself through the ordinary medium of speech will well repay all that it costs.

#### *Miscellaneous Items.*

A few additional extracts from the records concerning Tommy may be of interest.

The pretty forms which Tom can now make with wires or tablets please him very much, particularly when they represent some object with which he is familiar.

Tom instantly recognizes any form that he has previously made or learned about. Even if the form is made of beads, as one was today, he does not need to feel of it twice before he is ready to spell its name.

A new table having been put in my room, Tom's busy fingers soon found it. He was much interested in examining it. The thoroughness of his investigation is evinced in the following statements which he made to me.

- The table is new.
- The table is made of wood.
- The table is hard.
- The table has straight edges.
- The table has curved edges.
- The table has corners.
- The table has four legs.
- The table has casters.
- The table has a flat, oblong face.

Peas and wires were used today and received Tom's undivided attention. The new materials were well handled and quickly formed into a cube, which was placed in the cabinet. Tom's next occupation was pasting, which he did equally well. (The pasting, also, was new to him.)

At the time that Tom was studying the First Gift (worsted balls of different colors), his knowledge of words was very limited, and it was impossible then to teach him about the wool. Now, however, he is sufficiently advanced to learn something at least of this subject; so I have given him several lessons about the lamb and its wool.

Tom began to learn a finger play today. Two lines of "Mrs. Pussy's Dinner" were soon mastered, the motions holding his attention while he was learning the words.

Today Tom made a watering trough and a pig's trough in clay, from direction.

This morning I took Tom for a walk and showed him a watering trough. He recognized it as similar to what he had made yesterday.

After a walk taken with Tom, I asked him a few questions, with results as follows:—

Where did we go?

We went for a walk.

What did we do?

We picked some flowers.

What did we do with the flowers?

We put the flowers in a vase of water.

What color are the flowers?

The flowers are yellow.

Two unsolicited observations were then made by Tom, who stated:

The flowers are small.

The flowers grow.

Tom made a buttercup on a plaque today from direction. When this was finished and a lump of fresh clay given him, he at

once made a second plaque with a buttercup on it. I directed him to go to Mrs. Davidson and tell her what he had made. He went immediately, first to her and then to Miss Greeley, telling them each that he had made a buttercup.

Seven or eight little plants in the schoolroom have been given into Tom's care. Each morning he asks for the watering-pot and waters them.

As usual, Tom watered his plants, and then examined them to note their growth. He told me: "The plants have leaves," and then noticed the buds.

Tom shows great interest in watching the changes in the little buds on the trees, and the changes in the flowers as they form into fruit.

Several of the plants which Tom has so faithfully cared for have been set out in the flower beds. Tom was rather unwilling to have them go, and gives especial attention to those which are left.

Some peas which Tom helped to plant have grown into tall vines with a number of well-filled pods upon them. Tom has been much interested in their growth, and was delighted when allowed to eat the peas.

The summer of this year was spent in Wrentham at Miss Brown's home where Tom was very happy. He ranged through garden, field and wood, and had his own familiar haunts in barn and shed. He made friends with the cows and the horse, felt the apples growing on the tree, was interested in the beans, peas, corn and potatoes as they grew, and helped in picking fruits and vegetables. He was taken to the forest when trees were being felled; shown the axe, the cleft which it had made, the fallen tree, and the stump; then traced the trunk out to the branches and the branches to the twigs. In these and many other ways Tommy made material progress during the summer, and gained what will be of great help to him in his further education.

Comparing Tommy now with the Tommy who came to the kindergarten two and a half years ago, and realizing all that has been done for him, all that he had been saved from,—does not the heart of every one who has helped to make this a possibility feel a throb of joy, and does not an impulse arise in the hearts of those who have not helped before to give their aid now?

This child has been set in our midst,—a loving, trustful creature, making his way against odds which remain appalling, alleviate them as we may. He has no hope for more than “the meat which perisheth” if he is cast back into his former circumstances; and the “life which is more than meat” flows through channels which generosity must keep open. The public *has* been generous; yet the money contributed through Helen Keller and from other sources is nearly exhausted. Shall not dear little Tommy have further cause to say “I thank you for lending me a hand at my need?”

#### CLOSING REMARKS.

But let the issue correspondent prove  
To good beginnings of each enterprise.

—FAIRFAX.

We close this report, as we did those which preceded it, with the note of hope. This hope rests principally but not solely upon the foundation of the increasing interest manifested by the public in the cause of the blind as is shown by enlarged subscriptions. There are various other things which work together to sustain and to strengthen our faith.

Meanwhile we must not even for an instant be oblivious of the fact, that the occasion for strenuous

and unceasing effort has not passed. We are rather in the very midst of the most arduous of our labors. The moment is still critical. Sullen clouds are still hanging over our enterprise. The future is impenetrable to our eyes. Yet, in spite of all these discouraging circumstances, we cannot entertain the least doubt as to the final result or hesitation as to what we should do. Our course is clear before us, our duty evident. We must not stop nor tarry too long where we are; we must press on and hope steadfastly to the end. Doubtless our path is far from being smooth and easy to travel; but at the same time we must remember, that under the rays of the sun of earnest determination and constant endeavor the mists of fear and uncertainty will be dispelled, the difficulties will vanish, the obstacles will be removed and the kindergarten will reach triumphantly the goal of entire success. Be our perplexities and embarrassments at present what they may, our struggle in behalf of the little sightless children will be finally crowned with victory. Of this we are absolutely sure.

To doubt would be disloyalty,  
To falter would be sin.

Our motto is "forward," and with that inscribed on our banner and engraved on our minds and in our heart, we ask every social reformer and every true friend of suffering humanity to join cordially in the advance movement.

All which is respectfully submitted by

M. ANAGNOS.

## DEDICATION OF THE NEW BUILDINGS.

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We raise and dedicate this wond'rous frame.

— DRYDEN.

The birthday of Friedrich Froebel — lover of children and founder of the kindergarten system, was the date appropriately chosen for the dedication of the new buildings of the kindergarten for the blind. The twenty-first day of April was a day of alternate cloud and sunshine, which seemed fitly to typify the varying emotions of those who look upon the little blind children in their "sunny home." One rejoices at the wonderful opportunities there opening before them — at the comfort and happiness placed within the reach of many who have never before known the blessings of a happy home. But oh ! the pathos of the sightless faces — of the fresh young voices ! The song of the blind touches all hearts. Many cannot refrain from tears, when they listen to it.

Dame Nature always sends the sun, however, to dry the showers, and it is suspected that she, like every one else, favors the kindergarten, as stormy weather seldom prevails on the day of its public exercises.

On the 21st of April the rain ceased in time to allow a crowd of visitors to assemble. The inspection of the new buildings was the first feature of the programme—and it suggested the wonderful growth of the infant institution and its work. It is only a few years since the first edifice was dedicated. But so urgent was the pressure for admittance, that it became necessary to open the new house in

January, 1893, the first one having been filled to overflowing.

Thus the new building had already been in use for two months, before its formal dedication, twenty-two little girls having found a home there—a number which has since increased to thirty-four. The new structure is built on the same plan virtually as the old one. It is even more sunny and more cheerful however. It faces the south, and nearly all the rooms have the sunshine during the greater part of the day.

The reception room is on the left of the main entrance. Behind this is a spacious, sunny dining-room. On the right are the schoolrooms. On the second and third stories come the matron's and teachers' chambers, in front, and behind these the dainty little sleeping-rooms of the children, many of them ornamented with pictures, photographs, and knick-knacks dear to childish hearts. The furniture is alike in all, and includes two tiny beds, but each room has its own individuality and shows the taste of the young inmates.

For half an hour or more, the crowd of visitors thronged the two buildings, watching with keen interest, the children at their lessons and work, and gathering in wonder about Helen Keller, Edith Thomas, and Willie Robin. Each of these young girls held a sort of miniature court, talking both with tongue and fingers with the people about her. In the schoolrooms of the house on Day street the little boys were engaged in making the various kindergarten gifts. It was a pleasant sight to see their skilful fingers fashioning the various pretty objects.

The bright beaming faces of the children were good to look upon, and brought vividly to the mind of the beholder, the contrast between their present happy, busy lives, and their former melancholy condition of listless inactivity.

Many of them have been rescued from homes of poverty, wretchedness, and even vice. It is sad to find some parents who, with selfish sensitiveness, keep their blind children secluded, so far as possible, from the sight of the world. The change from their isolation to the kindergarten, with its flood of sunshine, abundance of fresh air, healthful food, and wise and gentle teachers, is indeed great. Here constant, yet delightful and ever varying occupation is provided for the little ones, and the best appliances of modern thought are used to promote their physical, mental and moral development and welfare.

The host of sympathetic visitors, people of culture and refinement, Boston's best citizens as we call them, examined with eager interest the entire building and its equipment, admiring and praising the perfect adaptation of means to end, rejoicing at the excellent educational facilities offered to the little folks, wondering at their progress in reading by the touch, modelling, and kindergarten work.

At half-past three o'clock, the children were sent over to the new hall which stands between the two kindergartens. This will, at some future day, be transformed into a great central building, of which one-half will be occupied by the boys' department and the other by that of the girls.

In the new hall every inch of available space was filled by the great audience, who had gathered there to listen to the exercises. The kindergarten boys and girls sat on the large platform or stage, which occupies one end of the room. In front of them sat the lieutenant governor of Massachusetts, Hon. Roger Wolcott, Hon. J. W. Dickinson, Rev. Charles G. Ames, Rev. Philip S. Moxom, D.D., Mr. John S. Dwight, Mr. Edward N. Perkins, Mr. Edward Jackson, Mrs. Julia Ward Howe, Mrs. William Appleton, Miss Mary Russell, and several of the teachers of the institution.

It had been announced that Col. Henry Lee Higginson would preside. As this gentleman was unable to be present on account of important business, Lieutenant Governor Wolcott kindly consented to occupy the chair. In opening the exercises he addressed the audience as follows :

ADDRESS OF LIEUTENANT GOVERNOR WOLCOTT.

LADIES AND GENTLEMEN :— It is a great surprise to me to have been called upon so suddenly and with no warning to take the chair, which Mr. Higginson would have graced far better than I can hope to do, and I am sure that my regret in being placed in this chair as a substitute for Mr. Higginson will be cordially shared by the entire audience.

I shall address you very briefly this afternoon, because indeed I do not think that many words are needed to express the great interest and pride the commonwealth of Massachusetts takes in this institution. Among the many beneficent educational establishments which are the pride and glory of our state, I suppose there is none that accomplishes a more touching and beautiful work than this institution, and certainly this kindergarten department of it is not the least interesting. Think for a moment just what the work is that is done here, what it amounts to. When a child is born deprived of the power of vision, or when after a few years enjoyment of the sight of the mother's face or of the thousand beauties of nature, when a curtain by accident or disease is drawn between the power of vision and the beauties of the exterior world, it might seem at first as if the cup of sorrow that was placed in the hand of the child was filled to overflowing, and as if it were the fate of that child through the years that must follow to drain that cup to its bitter dregs. Just there the beneficent and beautiful work of this institution comes in. It takes the child suffering under that deprivation, under that great misfortune, and it brings again into the life of that child the power of mental vision ; it brings again into its life the warmth and the light and sunshine so that that child

again is brought into close touch and harmony with its fellow-men, and in some measure, indeed in a great measure, can flow out and touch again the exterior world which to the rest of us takes up so large a part of our mental being ; so that we can say, *post noctem lux*, after night light, after this night of deprivation and of misfortune, this institution, with its wise management, its carefully studied method of reaching the soul and intellect of the child, comes in, and again where there was darkness there is light.

The foundation of this institution was laid on broad and wise lines by that devoted man whose soul was all aflame with love of humanity. Since his hands laid down the task the duty has been carried on by others. Additions have been made. It has been found that the work had to stretch out further and more broadly, and the hands that have carried that work on have been worthy to succeed to the duty laid upon them.

But, ladies and gentlemen, it has been found, it is always found, I believe, in every worthy enterprise, that the demand and duty of the managers always keep ahead of the means that are provided by the community to supply them ; and it is not surprising, as the work of this institution stretches out in one direction and another and takes in a wider field of usefulness and beneficence, that in order to keep up with the best thought and the best methods of the time those managers have found it necessary to keep ahead of the means that are provided.

It does not seem to me that any appeal can be made, certainly by me,—I shall look forward to the appeals that will be made by the other gentlemen—but it seems to me that no appeal can be made by me that will so closely touch your hearts as the appeal that is made by these children on both sides of me. I would that all in this community who are able, who have the means of giving, could be brought out here and could gaze upon these children and feel in their hearts the silent but touching and eloquent appeal that is made by them. I think if that could be, this institution would not long feel itself hampered for want of funds. But we are met here this afternoon not only to dedicate a new building,

but we are met here, I believe, also, to press upon the community the demands of this institution, its needs, and, to express, as I do, speaking in part for the commonwealth of Massachusetts, the hope and confident belief, that Massachusetts will not let an institution like this, an institution the fame of which has gone far beyond her own borders and has crossed the seas,—that this generous and enlightened state will not allow an institution like this to be long hampered for the want of liberal funds to carry out its great and beneficent purpose.

A "Dedication March," played by three little girls on the pianoforte, was the next number on the programme. "Every friend of the kindergarten knows flaxen-haired Sophie, and little colored Martha, and tiny Spanish Elizabeth. Everybody present was surprised and pleased at their progress in music."

A kindergarten exercise followed the march. Eight little boys and girls took part in this, illustrating "The Story of Friedrich Froebel." "Of course you all know," said the first little girl, "that this is Friedrich Froebel's birthday. He was born a long way from here, and you must go there in a steamboat. I have made the steamboat." Here she held up a clay model on which she had been at work for sometime.

The next girl showed a model of the house where Froebel was born, another, that of the church close by his house, and a fourth, a clay image of a bird that he loved. Then the boys took up the story. One showed the model of a flower that Froebel found in his daily walks. Now came the turn of little Tommy Stringer. At first he did not quite understand what was wanted of him; but soon he held up a ball and said: "He often gave little children pretty woolen balls to play with. I have made one-two-three-four-

five-six-yes, six balls." The child counted them carefully and accurately. Those among the audience, who remembered little Tommy's condition, when he came to the kindergarten two years before—a blind, deaf mute child, unable to express himself in any way, or to make known any of his wants, found it hard to believe their own eyes and ears.

After the third and fourth little boys had showed models of kindergarten blocks and of Froebel's monument, Mr. Anagnos held Tommy up in his arms, that all might see the little fellow, and said:—

Here is Tommy Stringer. This is the little helpless child, the puny weakly infant that came to us two years ago from Pittsburgh. In the great and opulent state of Pennsylvania there was no suitable place in which he could be cared for and educated, and he was about to be thrust into an almshouse, where he would have been doomed to intellectual and moral death. In order to rescue him from such a terrible fate, we did not hesitate to open our doors to him and undertake to raise the means for his support. When he entered the kindergarten he was a mere infant in development. He could hardly walk firmly, and his favorite mode of locomotion was creeping. He was more like a little animal than a rational being. His appearance indicated indolence, and he was utterly indifferent to what was going on around him. Now all that has been changed for the better, and Tommy is as active and lively, and appears to as much advantage as any child at the kindergarten. He has already learned to do many things with his hands readily, and to perform the tasks assigned to him intelligently. He is able to go about freely and to communicate with others by means of the manual alphabet, to dress and undress himself, to feed himself neatly at table, to participate in the exercises of the kindergarten and the gymnasium, to make these balls accurately and to count them correctly. His present condition when compared with that of two years ago shows a marvellous

transformation, and bears striking testimony to the benevolence and broad-mindedness of the people of this community, to whose generosity this great change is chiefly due. Nothing could have been accomplished without the fund raised for Tommy's benefit, and I gladly avail myself of this opportunity to thank most heartily each and all of the contributors to it. But in doing so I cannot refrain from reminding them, that the supply is nearly exhausted, and from begging them not to cease taking an active interest in the welfare of the unfortunate child. My last words to them are these: Stand steadfastly by him. Bestow your assistance upon him as long as he needs it, and I assure you, that you will have ample reward for what you have done for him in the consciousness, that you have helped to release a human mind from the awful dungeon of perpetual stillness and darkness and to make a living and thinking man out of a helpless and seemingly hopeless little creature.

At the close of these remarks, Lieutenant Governor Wolcott introduced the next speaker by saying: "That is what I meant when I said, that the most eloquent and pathetic appeal that would be made here this afternoon would be made by the children themselves. The Rev. Charles G. Ames can do better, if anybody. We are privileged to hear from him now.

#### ADDRESS OF REV. CHARLES G. AMES.

MR. WOLCOTT, MR. ANAGNOS, AND FRIENDS OF THE KINDERGARTEN:—It is a moment of something like abashment to me, because I am in the presence of those who have been witnesses of this beautiful and holy miracle through all its history, while I come to these premises today for the first time. What you have seen and been a part of I have learned about only at second hand. The fact that I have spent all this morning with your last annual report will explain the other fact that I have a good deal

more emotion than thought; for I think it quite impossible to be steeped in the atmosphere of such stories as are told in that book — quite impossible to read the wonderful correspondence, the inspired letters of Helen Keller, and the accounts of Willie Robin and little Tommy Stringer—and not be brought to a state of jelly-like sensibility. I have been moved by these stories to a much deeper respect for the kind of work which is being done here than I think any merely formal statement could possibly have produced.

I have one good qualification for saying a word today: I am what the Italians call *simpatica*. My heart beats in unison with yours. There comes before me a vision, not only of these two groups of children, not only of the other group in the larger and parent institution at South Boston, but of the statistics of blindness in the country, and of the fact that over all the world there are those who walk in shadows, who never see the light of the sun, who do not know that the grass is green, except as a name or a word, and who perhaps could not give a better description of the color "red" than that which was really given by a blind man, who thought it must somewhat resemble a clap of thunder. To us, whose eyesight gives ten thousand instantaneous and vivid impressions of form, color, distance and motion, it would seem that the absence of this sense must render it forever impossible to form any adequate or correct conceptions of external facts. But the glory and the beauty of the miracle to which I have referred appear in this: Divine love and wisdom, acting on the minds of these blind children, through human helpfulness, have so quickened the other senses as to bring them into vital communication with the whole world of reality. They have come to an appreciation of nature,—yes, and of what it stands for as a revelation of God's wisdom and goodness, such as the best endowed seem to reach only through the use of all their senses. For all the senses are resolvable by physiologists and psychologists into one at last; and however the testimony be brought home to the soul, if it only be brought home, the soul has found its open communication with the natural world, with the heart of the universe and with the light of God.

I think of these children, and of the method of discipline to which they have been subject, as one of the best interpretations which could possibly be given of the principles of education, and as the best illustration of its method. For after all, don't you know, the difference between these children and ourselves is not so great as it might be. We are all defective. We are all deaf and dumb and blind; we all come slowly into possession of any of our faculties. While reading the story of the difficulties, which the teachers have had in handling and bringing forward little Tommy, I had to keep saying to myself "it is I, in a looking-glass, I have had to be treated by some such method, even if my faculties have opened with less obstruction." As the doctors learn what is normal partly by studying what is morbid, so may we all collect clearer notions of the perfect from studying the defective. These children illustrate all humanity; and their successful training lights the pathway which every child must travel.

If we think of it long, deeply and often, nothing will affect us more like a divine miracle than the processes by which our faculties are opened into anything like rational activity; the processes which bring us into participation of the world and ability to recognize each other, to observe the phenomena and appropriate the benefits that lie about us; and most of all to be able to read the meaning of our own experience in consciousness, as one ray of the ever shining and infinite Light. But these processes have been accomplished in these children; and the stories told by their teachers, by Mr. Anagnos and by themselves, so far as they appear in print, all read like the records of religious experience. These children, coming to the discovery of themselves and of their relations to a higher Spirit, are deeply moved in the very interior of their life; they are stirred by a sense of reverence, wonder, trust and beautiful love. Such tales impress one like Holy Scriptures, like the simple confessions of souls that have communed with the Most High, like the utterances of child-like innocence unconsciously opening toward the Infinite.

The marvel is that what has come to us, with our comparatively full endowment, has come to them in their state of need, with

faculties arrested, with sentiments depressed and with powers benumbed, not simply by privation, but by actual disability and impairment of an organic kind. And here underneath throbs the human heart : here underneath lives the spirit of its aspirations ; here underneath works the infinite and divine power which has made our hearts beat and which has lighted up the universe with glory. As they are to share it with us, we may humbly and reverently thank God that they help us better to understand ourselves.

Now when the infinite Worker wills to create a new form of life, the first thing He does is to enclose a little space and make it his workshop. For what we call a cell — the minute bubble with its thin wall of membrane, which holds a nucleus of protoplasm, an atom floating in a little pool of liquid,— is the kind of workshop within which He begins the structure of every organism, every living thing. And when we would elaborate some spiritual product, we often find it necessary to enclose a little space in walls which shut out interference, and shut in the necessary power. In short we construct a cell, a building, within which we may do our best and finest work. Such a cell is every home, church or schoolhouse. This kindergarten for the blind would be impossible without a building. Its expansion is impossible without more buildings. As cells multiply themselves, so this institution, being thoroughly alive and divinely charged, and being in communication with those other cells which we call human hearts, is sure to multiply itself by the law of its nature and the urgency of its needs.

A French woman who has observed our American affairs says : “In this land, a suggestion soon becomes a fact.” It was only necessary to suggest this institution, and it came. It is only necessary to suggest that it must expand, and it will expand. I do not think it can be necessary to plead and plead for money,—to work the pump with immense agony and stress and strain ; such a beautiful purpose as this must make its own tender appeal. Only let the need be seen, and the means will come.

According to Walter Besant, “when any trusted and disinterested person is able to say, ‘this is a good cause, and we must

put money into it,' we *do* put money into it." And because disinterested persons, whose judgment we trust, are saying that thing concerning this institution, I think Mr. Anagnos may work with joy by day and sleep in peace at night. In good time the funds will be forthcoming; the cells will multiply; the divine industry will go on and expand; and so long as the least of these little ones have need, there will be a continuous repetition of that beautiful miracle of power, wisdom and goodness which today gladdens our eyes and moves our hearts.

At the close of Mr. Ames' address, the girls' happy voices were heard in a Spring Song. Mrs. Julia Ward Howe then read the following poem, written for the occasion.

There is a kingdom of the mind  
More regal than the realm of sight;  
Richer than gold or gems combined,  
Man's true inheritance and right.

Dark ignorance doth wall it round,  
And watchful guardians keep the key  
By which the entrance may be found  
To that domain of Majesty.

There dwell great sages of the past,  
The leaders and the saints of old,  
Souls in such noble features cast  
As have succeeding time controlled.

These little ones, whose darkened eyes  
Afford no lesson of the day,  
Stand waiting in a mute surprise  
Till we shall ope to them the way.

Say, shall they live and only hear  
Of joys which never can be theirs,  
Like sheep who know the pasture near  
Their sorrowing hunger never shares?

Our eyes are flooded with the light,  
 And varying charm of form and hue;  
 Oh! give to them the inner sight  
 That brings the heavenly truth in view.

Our feet are free to come and go,  
 But theirs are chained with doubt and fear:  
 Then should our love console them so  
 That they shall rest on comfort near.

When Man's Redeemer heavenward sped,  
 He uttered a command of might:  
 "Feed ye my sheep, my lambs," he said.  
 And softly vanished from man's sight.

So, pausing for a fitting word  
 These happy portals to unlock,  
 From distant Palestine I heard  
 The gracious message, "Feed my flock."

Sure when shall come the solemn hour  
 That links us with death's shadowy sleep,  
 This thought shall have uplifting power:  
 Oh Master! we have fed thy sheep.

The thoughts of many who listened to her voice were turned back to the past, to the husband of this gifted woman, the man who first called together the band of little blind children, and, obeying the divine injunction, fed the flock of maimed lambs, devoting his life to their cause, from the prime of a young and noble manhood, to the serene evening of old age. Others remembered also the beautiful and gracious daughter of the founder, who herself labored long in the cause—whose last words were: "Take care of the little blind children." And thus, as the poet read her sweet verses, "shadows twain" seemed to stand beside her, blending their voices with hers, and adding their appeal to the hearts of all present.

The reading of the poem was followed by music—the “Froebel March,” rendered by the orchestra of little boys, after which the Rev. Philip S. Moxom, D.D., was introduced to the audience, and spoke as follows:—

ADDRESS OF REV. PHILIP S. MOXOM, D.D.

MR. CHAIRMAN AND LADIES AND GENTLEMEN:—I think perhaps it would be just to say a word as to why I am here, having been substituted at a very late hour to fill a vacancy that occurred in the programme. Only twenty-four hours ago, it seems to me, perhaps it was forty-eight, Mr. Anagnos came to me saying that the speaker whom he had expected would be absent from the city, and asked me if I would come and speak. He has a very taking way with him, and I could not say no. Although if I had had a spark of good sense, as it seemed to me at the time and indeed all the time since until within the last half hour, I should have said no to him, having spoken every day this week, while suffering with a cold that made me hesitate an hour before I came here whether I should not go home and send word that I could not be here. And yet I cannot be too thankful for the accident and for the want of good judgment on my part that brought me here. It is not very often in life that one is glad because of a want of good judgment.

This is my first visit to this institution. I am sorry to confess that; but we who are busy,—so busy in this world as some of us seem to be,—find that there are many good things about us with which we do not come into immediate contact. We are like that girl we read of in “Faith Gartney’s Girlhood,” who said: “Laws a me! Sech lots of good times in the world, and I aint in ‘em!” There are many good things in which we are not. But I have been so affected, overpowered I may say, by what I have seen and felt today, that I find it very difficult to speak. I cannot remember a time in my life when I have been so profoundly affected save the occasion on which I met Helen Keller. As I watched this

child sitting near me [pointing to Willie Elizabeth Robin] to whom two at least, yes, three, of the main gateways of life seemed to be absolutely closed, and saw her coming into communication with the world as the result of tender and wise teaching, and find her by her every action expressing her understanding of this communication into which she has come by the rapid and significant touch of skilful fingers on her delicate, sensitive hand, through which she attains a quickness of perception such as we find our ears too slow to achieve even with all our advantages, I confess my heart has been so much moved that it is difficult to put my thoughts into words. At least, then, whether you get anything or not as the result of my coming here this afternoon, I have got very much which I shall keep as long as I live. It seems to me I never shall get down quite where I was before; I feel that I have been set a little higher in feeling, and surely a little higher in thought, by the influences that fill this place.

Many years ago, more than twenty-five, while an impressible student, having come home from the army at a time when most boys have been busy studying and reading, with my heart and mind as sensitive in some ways as a child's because of the very absence of certain impressions, I went immediately into the preparatory class of a western college, and very soon came in contact with that poet, whom every one loves immediately, especially the young, that is, Elizabeth Barrett Browning. I remember then being deeply impressed by a sonnet of hers, so deeply impressed indeed that I have never forgotten it. Possibly I have read it once in the last twenty-five years, but certainly not more, and every word lives in memory still. I vaguely felt then, as I have come clearly to see since, that it expresses a great spiritual truth. Perhaps you will recall the lines ; they must be familiar to you all :—

Each creature holds an insular point in space :  
Yet what man stirs a finger, breathes a sound,  
But all the multitudinous beings round  
In all the countless worlds, with time and place

---

For their conditions, down to the central base,  
Thrill, haply, in vibration and rebound,  
Life answering life across the vast profound.  
In full antiphony, by a common grace !  
I think, this sudden joyance which illumes  
A child's mouth sleeping, unaware may run  
From some soul newly loosened from earth's tombs.  
I think, this passionate sigh, which half-begun  
I stifle back, may reach and stir the plumes  
Of God's calm angel standing in the sun.

Science has taught us much, in these recent years, of the solidarity of the race and of the integrity of the physical universe ; and our thought has reached out to a conception of the spiritual integrity of humanity, and up to the spiritual solidarity of all rational beings. But the poets have anticipated the scientists. They have given us, as we can see by recalling their words and their work, prophetic intimations of that which at last science has elaborated ; and we find the physical sciences attain their largest significance after all in this,—that they reveal facts which it is not in the power of scientific formulas to express.

Those of you who went to the Centennial Exposition, the few of you who are old enough to have gone to the exposition at Philadelphia in 1876, remember the main building,— how interesting it was, how full it was of all varieties of fabrics. There came into that building one day a young girl leading by the hand a woman, apparently her mother, as she proved to be. The mother was blind. Everywhere in the aisles were placards bearing the legends : "Hands off," "don't touch the fabrics ;" but everywhere as this girl led her mother and tried to be eyes for her, describing the things that she saw, instinctively the blind woman reached out her hands to touch the objects and so to aid her perception by the sense of feeling ; and from one end of that great building to the other, every soul, American, Englishman, Frenchman, German, Scandinavian, Italian, Spaniard, Turk, Chinese, Japanese,— everyone put every fabric he had within the woman's reach and helped

her hands to it. It seemed as though the isolation of that woman from her kind by the loss of sight was a mute and effective appeal to every heart of whatever kindred or whatever people, and throughout the building to that appeal there was instant response. One felt, as he witnessed that affecting sight, the deep lying oneness of the human race.

As we reflect upon the history of human progress from its dim and remote beginnings we perceive that that history illustrates a twofold process. There is, first, the process of individualization,—the development from the common unit of humanity, the savage, who is much like every other savage, of the highly specialized, refined and cultivated type of man who represents and embodies the best civilization of today. Long ago Coleridge pointed out that in nature, from lowest form of organic being to highest, there was a perpetual struggle toward individuality. That struggle has gone on in the experience of the human race. We are getting continually a higher type of individual.

There is, second, the process of integration. These two processes are not successive but synchronous. A savage people is mainly a mere aggregation, held together almost as loosely, save for a few animal ties, as shot are held in a bag. But history witnesses a process of social integration going on along with the process of individualization,—the development in the consciousness of the individual of the organic consciousness, the consciousness of moral social ties binding men into a common life, which constitutes the spiritual solidarity of the race. Thus the ideal rises in thought: a prophetic type of humanity as a great living social organism, in which the individual is not lost, but in which, rather, he finds his highest perfection. In the perfected society the perfected individual realizes his glorious destiny.

Something of this integrating process we can easily trace in the life about us. We see, indeed, a partial realization of it in the best social life of our time. More and more we are brought to see that it is the spiritual ties which bind us into real unity, and not merely the physical. As we attain to this sense of our unity, as

we come to feel how closely and enduringly we belong to each other, there rises in us the divine impulse to aid the divine process going on in the spiritual realm; whenever we find an individual imperfectly emancipated and therefore imperfectly incorporated in the higher social life, then it is that we need but the touch, the silent appeal, of such a sight as is before us now. As I sat here in my chair and looked around, again and again I had to turn away, for my eyes so filled with tears that I could not see the faces of these children, shut out by accident or by disease from contact with their fellowmen. When we saw this child, as I said a moment ago, with three avenues of life closed, how the impulse and yearning arose in our hearts to remove in some way the barriers in order that the individual life might go out in the full exercise of all its power and possess its heritage.

In helping them to this emancipation are we not getting more than we give? There is no unselfish ministry in this world, the reflex of which is not richer than the outflow. For every soul that is set free, whose prison doors are unlocked, the deliverers receive more than they give. In relation to such work as is going on here, I confess the whole matter of giving money takes on a new aspect in my mind. Instead of conferring a favor it is seizing an opportunity for doing one of the greatest things that a human being can do, it is sharing directly in the transformation of that which is merely material into forms of the highest spiritual value. No matter how vast the amount, what is money compared with the emancipation of the soul of this boy that stood here before us and talked mutely with his hand through the sensitive nerves of his teacher? What is money compared with such emancipation as this which is going on in all these children? It is not a mere appeal; it is opening a door of opportunity for you to turn your money into that which has so high a value that it can be expressed by nothing material.

I sometimes wish I were rich; not often, for I do not covet the cares and anxieties that come with riches. I would rather be free from the burden of looking after much wealth. But at such a

time as this I wish I were rich. How gladly would I lay the utmost treasure that I possess upon the altar of such service as this, for such a work as this, for the realization of the divine idea and divine ideal in the complete emancipation of the individual, and through this blessed work, the higher and holier integration of human hearts and human lives in one great fellowship of those whose law is love.

The Hon. J. W. Dickinson then made a brief address.

ADDRESS OF HON. J. W. DICKINSON.

LADIES AND GENTLEMEN:—The dedication of a new school-house is an important event. It signifies that an addition has been made to the educational wealth of a community, and to the means of intellectual instruction. The importance of the event is due to the relations which the education of the human individual holds to his own well being and to the well being of the social state of which he must form a part.

Personal experience and observation have established the truth that human character is the product of human activity—that the mind begins to develop itself when it begins to exercise its power. But the young have no free will of their own. Their activity is occasioned by influences existing outside their own minds. They therefore need the directing care of other minds until they are conscious of possessing for themselves the power of self control.

If the young are not subject to such direction from the first, they will be in danger of forming wrong mental and moral habits, and these early habits will grow in strength until they control the modes of thinking and acting and establish the character. The directing power should not be so applied as to repress the early spontaneous activity of the child, nor turn it into unnatural channels—but simply to direct it in forming simple ideas and good habits. The home is the place where the education of the child must begin. The mother as she watches for the first expression

of infant intelligence should be prepared to surround her child with such influences as will direct its first activity towards a right development of its active power.

Kindergarten exercises, if conducted by an intelligent teacher, who understands the nature of the infant mind, and the laws that control its individual and social development, will best prepare it for the first exercise of its power and for elementary instruction in the primary school of our system. The children who come from the kindergarten into our primary schools use their powers of observation with great facility and accuracy in the study of natural objects for a knowledge of their qualities and their uses. Their familiarity with the simple ideas of form, color, and number prepare them well for the nature studies now introduced into the elementary schools.

They excel in the study of numbers, in drawing, and in exercises connected with manual occupations, and in the use of the creative faculty. They have an intelligent use of the language they employ in expressing their elementary ideas. They are distinguished for their power of self-control, which enables them to yield a more ready obedience to the rules and regulations of the school.

For these reasons the kindergarten should have a place in every complete system of educational institutions.

It is generally admitted that simple instruction is never able to create a faculty, nor to give to those faculties already created unlimited power. Yet in our celebrated schools for the blind and the deaf, it seems to the observer that the human mind may be trained to see with the hands and hear with the eyes. Such training is of inestimable value to those who receive it.

These are the schools that deserve the special sympathy and support of every intelligent community.

A visit to this pioneer school for the instruction of the blind will convince the intelligent observer, that the spirit of the kindergarten prevails in all grades of its work ; that its methods of teaching are founded on the laws of the human mind ; that its teachers

are thoroughly devoted to the important and difficult tasks committed to their charge ; and that the results produced in the minds of their pupils are of the highest importance to them and to the state.

The last song on the programme was another spring melody,— “Over the bare hills far away.”

As Dr. Samuel Eliot, president of the corporation, was confined to his house by illness, he sent a written report of the financial condition of the kindergarten. It was as follows :—

Boston and other places have been abounding generously to this kindergarten. A large amount of money for land, buildings, endowment and current expenses has been given us. Is it possible we can ask for more? Only because during the last year the stream has ceased flowing and left us with financial responsibilities for meeting which we are compelled to call again upon the bounty of this generous community.

We owe \$20,000 on the new buildings. We are involved in much larger daily expenses by the increase of teachers, children and attendants. It will be seen today, that the number of children has grown from 36 to 51, and there are 16 applicants for admission. One of these is to be received tomorrow. Probably the annual cost of carrying on the kindergarten will require \$10,000 additional income.

This then is the necessity. \$20,000 to pay off all liabilities for the new buildings, and \$10,000 income for current expenses, the latter to be provided as rapidly as possible by an increase of the kindergarten endowment.

After reading this statement, Mr. Anagnos spoke substantially as follows :

The communication from our esteemed president covers the ground so thoroughly, that it leaves nothing more to be said in this

connection. Although very concise in form, his statement is full of information and places before you all the essential facts and figures relating to the financial condition of the kindergarten so impressively and in such a clear light as to render it wholly superfluous for me to dwell upon them. Therefore I will refrain from taxing your patience with any further remarks on this point; but I beg leave to say a few words concerning the rapid growth of the infant institution and its future development.

There are at present 52 children under this roof. Next September this number will be increased to 64 at least. Each of the two buildings is designed to accommodate 34 pupils, making 68 in all. Hence the hope, that we should have plenty of room for several years to come will not be realized. It will prove merely a pleasant but delusive dream. Another edifice will soon be demanded.

A few weeks ago when I called upon my dear mother-in-law to request her humbly to write the poem, to which you have just listened with marked interest, I alluded very timidly to the dawning necessity for an increase of accommodations. She instantly replied: "Oh, pray do not ask for more buildings. Be contented with what you have and keep quiet for a while. Take a little rest yourself, and let us have some of it, too." Well, ladies and gentlemen, the advice was unquestionably very wise and acceptable. The course prescribed for my own benefit as well as for that of others seemed to be exceedingly attractive. I am very desirous indeed of obtaining some needful rest. Nay, I crave it; but I can neither have it myself nor let others enjoy it. Oftentimes the thought occurs to me, that it would be well to lay aside temporarily my plans for further development and to devote myself wholly to the details of the work of the school and to the administration of its internal affairs, leaving all else to chance; but when I come to the point of making such a decision I cannot do it. I am not able to contain myself. The voice of these dear little boys and girls has the force of a battle cry or of a bugle call in my ears. To its thrilling summons I cannot turn a deaf ear. I

am not master of the situation nor of my movements. The consciousness of their needs has created in my heart a burning fire, which I can neither smother nor endure passively. I must labor to the best of my ability to lighten their affliction. I firmly believe, that great blessings will result to them from such an early education as the kindergarten is able to give. Therefore it must be procured for them. My greatest joy in life is to serve them in this direction and to devote unreservedly whatever energies and strength I may possess to the advancement of their cause.

In the name and for the benefit of these innocent victims of one of the severest of human calamities I come before you to solicit for them your sympathy, your coöperation and your liberal aid. I beseech you to heed this earnest request and help us to pay off the debt incurred for the construction and furnishing of the new buildings, to complete the addition to the endowment fund and to increase the number and amount of annual subscriptions,—so that we may raise a sum of money sufficient to defray current expenses.

These are the needs which press heavily upon us at present and require immediate removal, because they render the burden of our responsibility too onerous to be borne safely. But pray do not allow yourselves to think even for a moment, that the supply of these wants will put an effectual end to our demands. To entertain such a thought would be a grave mistake. Nothing is further from my intentions than to give you such an erroneous impression. On the contrary, I deem it my duty to serve notice here and now, that ere long more will be required.

Our system of education, with its constant improvements and the many additions made recently thereto, is still very incomplete. It does not reach far enough. The narrowness of its limits is clearly shown by the fact, that special provision has to be made for the instruction of all such students as wish to be fitted for an academic course. Hence it must be reconstructed, enlarged, broadened and deepened, so that it may carry the pupils from the kindergarten through the various school grades and leave them at the very threshold of the university. A diploma awarded

by the authorities of the Perkins Institution ought to mean much more than it now does. It should be a regular and all-sufficient passport, on the presentation of which at the entrance of any of the leading colleges of New England the gates should be flung wide open and its bearer should be admitted to the classic or scientific halls without further preparation.

Complete plans both for the reconstruction and extension of our system of education and accurate estimates of the cost of carrying them out have been prepared with great care and study and are ready to be submitted to the consideration and scrutiny not only of the friends and benefactors of the blind but of the community at large.

Of these you will hear more fully in the future. At present let me entreat you with all the earnestness that I can command to keep the cause of these dear little children near to your tender hearts, to warm it with your cordial sympathy and active interest, and to give us such generous aid as is indispensable for the support of the kindergarten and the fulfilment of its holy mission.

At the end of Mr. Anagnos's remarks the exercises were closed and many of those in attendance went directly to the desk near the door of the hall, where the acting treasurer for the day, Mrs. Thomas Mack, a staunch friend of the infant institution, was receiving donations and annual subscriptions.

## REPORT OF THE MATRON.

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To MR. M. ANAGNOS, *Director.*

SIR:—I have the honor to submit the following brief report of the kindergarten for the year ending September 30, 1893.

The cycle of seven years, which have elapsed since the infant school was founded, has been a period of such rapid growth and such uninterrupted prosperity in this branch of the education of the blind, that we are justified in expecting to see, at no distant time, the consummation of those ardent wishes, and the realization of those larger hopes, which the immense strides made in our work lead us so eagerly to indulge in, while we may also hope soon to behold the accomplishment of undertakings still more arduous than those which have been already achieved.

It becomes more and more evident as our experience increases, that the systematic instruction of the blind should begin in very early youth. Undeveloped bodies, untrained hands, and undisciplined minds ought not to be left in a state of arrested development or to that of chance alone. The painful consequences of delay in this matter are only too evident in many cases which come under our personal observation, while instances could be multiplied to show the favorable results of early training.

Our intelligent and sympathetic teachers are tireless in their efforts to aid every child, and to this devotion is due the surprising change which is brought about, often in a

few weeks' time. More than one mother has said, even at her first visit, "I should not have known him. I could never interest him in any thing, and I feared he was not bright. He did not seem to know how to play."

Knowledge of the child's needs and the command of resources to supply them, together with a love of children, are potent factors in overcoming physical, mental and moral inertia. One little fellow who came recently and who cannot use the word "kindergarten," flatters us, though ever so delicately and unconsciously, by calling it "Kingdom Come."

Scores of sightless children in New England are growing up, not in ignorance alone, but in helplessness both of mind and body. The personal effort, which is needed to search out these cases and to assist in bringing them to our notice, can be efficiently rendered by all those who recognize the claims of misfortune upon them.

The past year has been a period of transition in our history. Many changes have occurred, and these have made possible rearrangements of households, and a far more systematized and satisfactory adjustment of all the work of the school. As the new building was not ready at the beginning of the term, the work was carried on in the house, which we had occupied from the opening of the kindergarten. Much inconvenience and some confusion resulted from the unavoidable overcrowding, but we looked hopefully toward the completion of the new house, the finishing of which was rapidly pushed.

On the 27th of January, 1893, twenty girls were transferred to their new home, and a second household was formed, which numbered, with its complement of teachers, officers and domestics, thirty-one. The building was dedicated on Froebel's birthday, April 21st. The number of pupils was soon

augmented by the admission of many applicants who had long awaited this opportunity of entering the kindergarten. At the end of the year there are sixty-four pupils, thirty girls and thirty-four boys.

The new gymnasium is well adapted for its use. It is supplied with the best apparatus, and in its management physical exercise receives careful attention. The free standing Swedish movements have proved beneficial to our small children, aiding them to correct and to overcome bad habits. In cases of retarded physical development and of constitutional delicacy of organization there is need of a course of medical gymnastics.

While the exercises of the gymnasium are of unquestioned value, nothing can take the place of out-of-door play for these children. Romping and running, games and sports in the open air, and walks, which create an interest in the outside world, will make healthy and happy boys and girls.

A long-felt need has just been met by the introduction of the sloyd system as applied to sewing and knitting. The instruction in this work is given by Miss Anna Molander of Finland, a teacher of experience in the schools of that country. The application of the principles of sloyd to this department of handicraft is of great value, especially to the blind, and the results of the training of these little children in its methods are already noticeable.

An exhibit was prepared for the World's Fair, which represented all the kindergarten gifts and occupations. The work compared most favorably with that of ordinary children, showing a dexterous and skilful use of the needle, neatness in execution, and some original ideas which were highly creditable.

It is with a sense of gratitude that we record the entire freedom of both households from epidemic diseases during

the year. One little girl has developed a lingering complaint, but this, we have reason to hope, is yielding to skillful treatment. With this single exception, the health of the children has been exceedingly good. We desire, in this connection, to acknowledge the many favors which we have received from the Children's Hospital, and the great kindness of our attending physician, Dr. Henry W. Broughton, who continues most generously to render voluntary service.

In kindergarten training, music holds an important place. Every requirement for thorough work in this department is fully met, and the results are satisfactory. One pupil receives instruction on the violin, and thirty-five on the piano-forte. All the pupils are arranged in classes which meet daily for instruction and practice in singing. The performances of the kinder-orchestra have been very much improved.

We are indebted to Mrs. J. T. Coolidge for the gift of an automatic organ; and to Mrs. Oliver Ames for a fine cornet.

Grateful acknowledgment is due to the Ladies' Visiting Committee for frequent visits and for wise suggestions and advice. The personal interest which they have manifested in our work is both inspiring and helpful.

The King's Daughters of Newton have generously contributed clothing for the benefit of several children, who were needy, in addition to defraying the expense for board of three children during the summer vacation.

The Sunday-school class of Miss L. M. Angus, First Congregational Church of Chelsea, raised seventy-five dollars for the board of Willie Elizabeth Robin for the summer.

We are under great obligations to Mrs. Thomas Mack for the gift of a set of ventilators for the schoolrooms. A generous supply of towelling was also contributed by Mrs. Mack.

These few years of instruction and training have developed in Willie Elizabeth Robin many interesting mental characteristics, as well as the ability to communicate freely with those about her. She has long used the manual alphabet with great facility, but her achievements in articulation lead us confidently to expect, that she will eventually rely upon this means of intercourse. The quickness and delicacy of Willie's perceptions amount almost to intuition. She is a close observer and an eager questioner. Both in the thinking and reasoning powers and in the execution of tactile tasks, she is at the head of her class.

In October, 1892, it was decided that Willie should visit her home in Texas, accompanied by her teacher. She took an eager interest in all the necessary preparations for the journey, and nothing gave her more pleasure than to be allowed to render some assistance in making ready for the great event. We shall remember with great pleasure the scene in the railway station while Willie *said* her good-byes. The child's sweet face and animated figure, her eyes full of joy and gladness, her whole being expressing radiant youth, gave no suggestion of the sad limitations of which she is so little conscious.

There is a pathetic interest in the story of the meeting with her parents and sisters, and of her visits to the several places where she had lived. Early childish experiences were recalled, and Willie fully realized the change, which had taken place in herself,—the darkness from which she had emerged into light. Willie returned to the kindergarten in January, and resumed at once her customary tasks, apparently with keen enjoyment. The summer vacation was spent, as last year, with Miss Pousson.

Reviewing the work of the year, we are gratified to record the progress which has been made by Tommy Stringer.

At the beginning of the year he knew barely two hundred words and could use only sentences of a few words each. Tommy is now seven years old. The following is a programme of his daily work, varied, of course, as circumstances may require.

He dresses without any assistance, and after breakfast is over he makes his own bed. All his tasks are very neatly done. During the first school hour he receives the morning talk and object lesson with his class, the teaching being interpreted to him by his private teacher, who sits by his side during all the class work. The Gift and gymnastics follow in order, and then a brief lesson in writing, leaving time for a walk before dinner. The Occupation, reading and knitting, with plenty of time for play, fill the afternoon hours.

An exceptional instance of readiness in his mental activity was shown when Tommy began to learn to read. A few preliminary lessons were given to him and in a week's time he was reading in a book. He enjoys class work and makes better progress when with other boys than when working alone with his teacher. He has prepared a full set of kindergarten sewing and weaving, which is to be preserved.

During the winter Tommy became interested in watching the growth of plants. He soon assumed the duty of watering them, and this little task affords him great pleasure. He planted some peas and watched with intense delight the development of plant and flower and fruit. When the peas were well grown he gathered and ate them.

The summer vacation was spent with his teacher at her home. The freedom of country life proved very beneficial to him, and he was well and very happy all the time. He became acquainted with the various occupations incident to farm life, and he delighted to render assistance in the milking of cows, and in other work—or play—which familiar-

ized him with animal life and with the more simple processes of agriculture. He went about freely, and he gained steadily in strength and ease of motion.

At the close of the year Tommy articulates some words and a few sentences quite distinctly. The tones of his voice are very pleasing, and there is no doubt of his ability to speak readily, with a due amount of training and practice.

There have been irretrievable losses during the past year in the removal by death of friends whose places can never be filled. The kindergarten has no heritage so precious as the memory of those whose words and deeds and benefactions have made these walls blessed, and the place whereon we have builded, holy ground.

Respectfully,

ISABEL GREELEY.



### LIST OF THE CHILDREN.

Almy, Lilian.	Barnard, Richie J. C.
Bailey, Minnie A.	Bradley, Edward F.
Coberg, Margaret.	Butters, Albert W.
Colyar, Amy H.	Cunningham, James H.
Forbush, Vinnie F.	Delude, Louis.
Gilman, Lura.	Dewhurst, Henry.
Goggin, Mary.	Dodge, Wilbur F.
Griffin, Martha.	Fuller, Albert.
Hamlet, Ethel.	Harvey, Lyman K.
Heap, Myra.	Jacobson, Guy H.
Hughes, Mattie.	L'Abbe, Henry.
Kennedy, Annie M.	Lawton, George.
Kennedy, Nellie A.	Lester, James.
Kent, Mary Ann.	Levin, Barnard.
Lewis, Jessie.	Manion, Lawrence.
Longley, Cora A.	Martello, Antonio.
Matthews, Clara.	Muldoon, Henry M.
McKensie, Maggie.	Muldoon, Robert D.
Muldoon, Sophia J.	Nilson, Frank.
Newton, Eldora B.	O'Brien, William.
O'Neal, Katie.	Rand, Henry.
Orens, Emily A.	Rochford, Francis J.
Puffer, Mildred E.	Ryan, Edward D.
Robin, Willie Elizabeth.	Simpson, William O.
Root, May E.	Shea, James.
Saunders, Emma E.	Stringer, Thomas.
Thurley, Blanche M.	Stuart, Edwin.
Veasey, Emma A.	Vaughn, William M.
Wagner, Alice M.	Walsh, Frederick V.
Wagner, Grace.	Washington, Arthur S.
Aberg, George H.	Williams, Albert L.
Amadon, Charles H.	Younge, William L.

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of aesthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I.—Acknowledgments for Concerts and Operas in the City.*

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to four operas, two Wagner concerts by the Seidl Orchestra and to several representations of "The Old Homestead."

To the Händel and Haydn Society, through its secretary, Mr. Charles W. Stone, for forty-eight tickets to one concert.

To Messrs. Abbey, Schoeffel & Grau, through Mr. E. W. Tyler, for sixty tickets to one concert by the Damrosch Symphony Orchestra. To the same for a pass to the entertainment "A Trip to the Moon."

To Mr. F. P. Bacon, for forty-nine tickets to the first, and thirty-three tickets to the second Wolff-Hollman recitals.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for an average of fifteen tickets to each of four concerts.

To Mr. George Foxcroft, for a general invitation to two Star course entertainments.

To Prof. Carl Baermann, for twenty-nine tickets to each of four chamber concerts.

To Messrs. Steinert & Sons, for twenty-eight tickets to each of two Busoni pianoforte recitals.

To Mr. Ernst Perabo, for ten tickets to one pianoforte recital and a pass for twenty-five to attend a miscellaneous concert.

To Messrs. Smith & Beardsley, for twenty tickets to one concert.

To Mr. Arthur Foote, for six tickets to one concert.

To Mr. John Orth, for four tickets to each of four musicales.

To Messrs. Chickering & Sons, for ten tickets to Fanny Richter's pianoforte recital.

To Mrs. Sherman Raymond, for six tickets to one Beacon Orchestral Club concert.

To Mr. E. W. Tyler, for six tickets to one Brodesky Quartette concert.

To the managers of the Mechanics' Fair, through Mr. E. N. Lafricain, for forty-one admission tickets.

To Mr. J. H. Wiggin, for a pass admitting sixty-two to the performance of "Richelieu."

To the Phillips Church, for fifteen tickets to a course of concerts and lectures.

To the Broadway Universalist Church, through Rev. J. J. Lewis, for a general invitation to all their concerts and lectures.

To the St. John Methodist Episcopal Church, for twenty season tickets to a course of six lectures.

*II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.*

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists :—

To Mr. George W. Want, assisted by Mr. George J. Parker, Mr. A. B. Hitchcock and Mr. D. M. Babcock, for one concert.

To the same, assisted by Mr. D. M. Babcock and Mr. Leon Keach, accompanist, for one concert.

To Fräulein Adèle Lewing, for one pianoforte recital.

To Mr. Albert H. Munsell, for one lecture.

To Mrs. Julia Ward Howe, for one lecture.

*III.—Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	. . . . .	<i>Boston, Mass.</i>
The Atlantic, . . . . .	.	" "
Boston Home Journal, . . . . .	.	" "
Youth's Companion, . . . . .	.	" "
Our Dumb Animals, . . . . .	.	" "
The Christian Register, . . . . .	.	" "
The Musical Record, . . . . .	.	" "
The Folio, . . . . .	.	" "
Littell's Living Age, . . . . .	.	" "
Zion's Herald, . . . . .	.	" "
The Missionary Herald, . . . . .	.	" "
The Well-Spring, . . . . .	.	" "
The Century, . . . . .	.	<i>New York, N. Y.</i>
St. Nicholas, . . . . .	.	" " "
The Journal of Speculative Philosophy, . . . . .	.	" " "
American Annals of the Deaf, . . . . .	.	<i>Washington, D. C.</i>
The Étude, . . . . .	.	<i>Philadelphia, Pa.</i>
The Silent Worker, . . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>	
Church's Musical Journal, . . . . .	.	<i>Cincinnati, O.</i>
The Music Review, . . . . .	.	<i>Chicago, Ill.</i>
The Messenger, . . . . .	.	<i>Ala. Academy for the Blind.</i>
Tablet, . . . . .	.	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>
The Inst. Herald, . . . . .	<i>Florida Institute for Deaf-Mutes and Blind.</i>	
L' Amico dei Ciechi, . . . . .	.	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.



EDWARD JACKSON, TREASURER, *in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,*  
*for the Year ending Sept. 30, 1893.*

RECEIPTS.	EXPENDITURES.
Balance on hand Oct. 1, 1892, . . . . .	\$13,193.92
Income from invested funds, . . . . .	38,267.59
	\$83,459.80
<i>General Account.</i>	
From State of Massachusetts, . . . . .	\$30,000.00
" " Maine, . . . . .	3,900.00
" " New Hampshire, . . . . .	1,500.00
" " Vermont, . . . . .	3,400.00
" " Rhode Island, . . . . .	3,825.00
" " Connecticut, . . . . .	5,100.00
Legacies, T. O. H. P. Burnham, " Mrs. Charlotte Billings Richardson, " Mrs. Mary F. Q. French,	5,000.00 1,007.69 250.00
Donations, . . . . .	135.00
Amounts received from M. Anagnos, . . . . .	4,851.46
State of Massachusetts, account Edith Thomas, Unexpended balance of auditors' draft, M. Anagnos, . . . . .	300.00 157.71 \$8,446.66
	<i>Kindergarten Account.</i>
Donations, Mrs. Warren B. Potter, . . . . .	\$5,000.00
" other sources, . . . . .	20,239.81
Legacies, Mrs. Eliza B. Seymour, " Miss Rebecca Salisbury, " Mrs. Elizabeth W. Gay, . . . . .	5,000.00 200.00 7,700.00

Board and tuition, account Tommy Stringer,			
" " " " Guy Jacobson,			
From State of Maine, . . . . .			
" " New Hampshire, . . . . .			
" " Vermont, . . . . .			
" " Rhode Island, . . . . .			
" " Connecticut, . . . . .			
Rents, Jamaica Plain . . . . .			
M. Anagnos, unexpended balance of auditors' draft, . . .			
	202 18	45,990.99	
<i>Pristine Account.</i>			
Sale of books and appliances, . . . . .			
Unexpended balance of auditors' draft, . . . . .			
Collected on note, . . . . .			
		497.74	
		2.55	
		15,000.00	
			\$71,289.45

EDWARD JACKSON, *Treasurer.*

Examined and approved.  
GEORGE L. LOVETT,  
HENRY ENDICOTT, } *Advisors.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL  
FOR THE BLIND *for the Year ending Sept. 30, 1893.*

RECEIPTS.	EXPENDITURES.
<i>I. Income.</i>	
State of Massachusetts, appropriation, Maine, account of Edith Thomas, . . . . .	\$30,000.00
" " Maine, . . . . .	300.00
" " Maine, kindergarten, . . . . .	\$3,900.00
" " Maine, . . . . .	800.00
<i>" New Hampshire, kindergarten, . . . . .</i>	<i>\$1,500.00</i>
" " Vermont, kindergarten, . . . . .	1,200.00
" " Vermont, kindergarten, . . . . .	\$2,400.00
" " Vermont, . . . . .	300.00
<i>" Rhode Island, . . . . .</i>	<i>\$3,855.00</i>
" " Rhode Island, kindergarten, . . . . .	1,300.00
" " Connecticut, kindergarten, . . . . .	5,125.00
" " Connecticut, kindergarten, . . . . .	\$5,100.00
" " Connecticut, . . . . .	2,500.00
<i>" states, towns and individuals, kindergarten, . . . . .</i>	<i>\$55,144.81</i>
" " towns and individuals, kindergarten, . . . . .	7,600.00
" " towns and individuals, kindergarten, . . . . .	1,319.81
" " towns and individuals, kindergarten, . . . . .	700.00
<i>from tuning, sundry small items, . . . . .</i>	<i>1,943.80</i>
" " admission to exhibitions, . . . . .	155.81
" " interest on notes, . . . . .	41.70
" " New England Trust Company, . . . . .	6,316.64
" " executors of Baker estate, . . . . .	546.69
" " Chicago, Burlington & Quincy R.R., . . . . .	90.83
" " Kansas City, Clinton & Springfield R.R., . . . . .	\$700.00
" " Kansas City, Paul & Manitou R.R., . . . . .	150.00
" " Kansas City, St. Joseph & Council Bluffs R.R., . . . . .	400.00
" " " " St. Paul & Milwaukee R.R., . . . . .	400.00
" " " " Chicago, Burlington & Quincy R.R., . . . . .	360.00
" " " " Boston & Lowell R.R., . . . . .	50.00
	<i>Bills paid by the treasurer:</i>
Clerk hire, . . . . .	\$250.00
Check book, . . . . .	3.00
Rent of safe, . . . . .	30.00
Bill of C.J. Peters & Son, printing account, . . . . .	472.50
	<i>General Account.</i>
	<i>Paid by the director:</i>
Maintenance, . . . . .	\$33,872.70
Extraordinary repairs, . . . . .	1,377.97
Taxes, insurance and repairs on buildings let: . . . . .	\$376.85
412-416 Fifth street, . . . . .	105.30
422-426 Fifth street, . . . . .	111.12
517 Fourth street, . . . . .	216.37
541, 543 Fourth street, . . . . .	384.81
557, 559 Fourth street, . . . . .	491.13
563-569 Fourth street, . . . . .	98.04
99 and 101 H street, . . . . .	123.93
11 Oxford street, . . . . .	746.30
8 and 10 Hayward place, . . . . .	173-178 Congress street, . . . . .
205, 207 Congress street, . . . . .	398.15
255, 253 Purchase street, . . . . .	654.94
	656.70
	<i>Bills to be refunded:</i>
Expense of tuning department, . . . . .	454.61
Expense of work department, . . . . .	1,014.94
Harris beneficiaries, . . . . .	846.32
Board of blind men, . . . . .	950.00
	214.38
	<i>Investments.</i>
Purchase of land on Fourth street, . . . . .	\$440.00
Excavating on Fifth street, . . . . .	2,010.40
Building on Fifth street, . . . . .	16,760.83
	10,011.01

From interest, Atchison, Topeka & Santa Fe R.R., Eastern R.R.,	588.75	3,378.75	Unexpended balance of draft, . . . . .	157.71
" dividends, Boston & Providence R.R., Chicago, Burlington & Quincy R.R., Fitchburg R.R., Boston & Maine R.R., Boston & Albany R.R.,	60.00	1,000.00 60.00 280.00 186.00 1,184.00	Maintenance, Expense of houses let, Bills to be refunded, Levelling and grading, New buildings, Furnishing, Unexpended balance of draft, . . . . .	83,439.80 16,240.49 74.80 91.00 3,446.20 30,812.09 6,583.24 202.18
" rents, 412-416 Fifth street, 517 Fourth street, 517-559 Fourth street, 541-543 Fourth street, 533-539 Fourth street, 99 and 10 H street, 11 Oxford street, 8 and 10 Hayward place, 207-218 Purchase street, 172-178 Congress street, 205, 207 Congress street, work department, men's shop, rents, Jamaica Plain, sale of books, account of printing,	60.00	412.50 1,334.33 930.00 2,105.00 407.00 420.00 3,066.61 4,213.13 6,023.40 4,942.39	Printing Account.	\$6,343.15 2.55
" expenses of office, Unexpended balance of draft, . . . . .	2,570.00	2,570.00	Expenses of office, Unexpended balance of draft, . . . . .	6,345.70
" investments, Mortgage note, Balance on hand Oct. 1, 1893, . . . . .	20,000.00 3,448.45	20,000.00 3,448.45	Investments.	
<i>II. Receipts, exclusive of Income.</i>				
<i>General Account.</i>				
Donations, William Montgomery, F. H. Pabody, Mrs. E. B. Bryant, . . . . .	\$10.00 75.00 50.00	1,390.14 769.00 497.74	Kindergarten Account.	\$48,210.59
" Endowment fund, annual subscriptions through Ladies' Auxiliary, contributions for current expenses, for new buildings, . . . . .	—	13,128.05 3,574.57 229.00 3,068.19	Donations, Mrs. Warren B. Potter, annual subscriptions through Ladies' Auxiliary, contributions for current expenses, for new buildings, . . . . .	135.00 \$5,000.00 35,229.81
<i>Amount carried forward,</i>				\$123,575.40
				\$171,489.45

GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.

<i>Amount brought forward,</i>	<i>Amount brought forward,</i>	
	<b>\$13,575.40</b>	
<b>LEGACIES.</b>		
		<b>\$171,289.45</b>
<i>General Account.</i>		
T. O. H. P. Burnham, Mrs. Charlotte Billings Richardson, additional; Mr. Mary F. Q. French,	\$5,000.00 1,000.00 250.00 ----- 6,257.49	
<i>Kinder-garten Account.</i>		
Mr. Eliza B. Seymour, Miss Rebecca Salisbury Mrs. Elizabeth W. Gay,	\$5,000.00 200.00 7,700.00 ----- 13,900.00 15,000.00 ----- \$13,191.93 362.44 ----- 13,556.36 ----- \$171,289.45	
Collected on loan, Cash on hand Oct. 1, 1892, Unexpended balance of auditors' drafts,		

## ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 31,062 pounds,	\$2,988.12
Fish, 4,026 pounds,	254.40
Butter, 5,170 pounds,	1,821.27
Bread, flour, meal, etc.,	1,266.88
Potatoes and other vegetables,	1,174.70
Fruit, fresh and dried,	578.26
Milk, 31,577 quarts,	1,683.27
Sugar, 8,255 pounds,	430.20
Tea and coffee, 881 pounds,	321.00
Groceries,	1,246.59
Gas and oil,	474.13
Coal and wood,	3,264.61
Sundry articles of consumption,	546.97
Wages and domestic service,	6,108.66
Salaries, superintendence and instruction,	23,707.12
Medicines and medical aid,	109.44
Furniture and bedding,	927.75
Clothing and mending,	9.03
Expenses of stable,	341.37
Musical instruments,	660.30
Boys' shops,	14.28
Books, stationery, school apparatus, etc.,	1,541.34
Construction and repairs,	3,604.22
Taxes and insurance,	422.00
Travelling expenses,	92.68
Sundries,	284.11
	<hr/>
	\$53,872.70

KINDERGARTEN DEPARTMENT STATEMENT, OCTOBER 1, 1893.

RECEIPTS.	EXPENDITURES.
Board and tuition, State of Maine, . . . . .	\$800.00
" " " New Hampshire, . . . . .	1,200.00
" " " Vermont, . . . . .	300.00
" " " Rhode Island, . . . . .	1,300.00
" " " Connecticut, . . . . .	2,500.00
" " " for Tommy Stringer, . . . . .	400.00
" " " Guy Jacobson, . . . . .	300.00
From rents, Jamaica Plain, . . . . .	\$6,800.00
" donations, Mrs. Warren B. Potter, . . . . .	\$5,000.00
" " " endowment fund, . . . . .	13,348.05
" " " annual subscriptions through Ladies' Auxiliary, . . . . .	3,574.57
" " " contributions for current expenses, . . . . .	229.00
" " " for new building, . . . . .	3,098.19
Legacies, Mrs. Eliza B. Seymour, . . . . .	25,229.81
" Miss Rebecca Salisbury, . . . . .	\$5,000.00
" Mrs. Elizabeth W. Gay, . . . . .	200.00
Collected on temporary loan for building, . . . . .	7,700.00
Income from invested funds, . . . . .	12,900.00
Cash on hand Oct. 1, 1893, . . . . .	15,000.00
	9,395.95
	12,326.12
	<u>\$82,310.88</u>
	<u>\$82,310.88</u>

PRINTING DEPARTMENT STATEMENT, OCTOBER 1, 1893.

RECEIPTS.	EXPENDITURES.
Income from invested funds, . . . . .	\$7,215.87
Sale of books in raised print, . . . . .	497.74
	<b>\$7,713.61</b>
Labor, . . . . .	\$3,767.95
Stock, . . . . .	1,880.13
Machinery, . . . . .	243.85
Type, . . . . .	34.26
Electrotyping, . . . . .	871.30
Binding, . . . . .	821.15
Books, . . . . .	188.55
Express, freight, etc., . . . . .	9.46
Balance, . . . . .	<b>\$6,815.46</b>
	897.96
	<b>\$7,713.61</b>

## WORK DEPARTMENT, OCT. 1, 1893.

## STATEMENT.

Amount due Perkins Institution from first date, . . .	\$45,031
Excess of expenditures over receipts, . . . . .	459
	<u>\$45,490</u>
Salaries and wages paid blind people, . . .	\$4,048.27
Salaries and wages paid seeing people, . .	3,967.63
Amount paid for rent, repairs, stock and sundries, . . . . .	10,692.21
Cash received during the year, . . . . .	<u>18,248</u>
	\$459
Stock on hand Oct. 1, 1893, . .	\$3,251.68
Receivable bills Oct. 1, 1893, .	2,920.67
Stock on hand Oct. 1, 1892, . . . . .	<u>6,010.43</u>
Loss, . . . . .	\$297

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1893:—

<i>Real Estate Yielding Income.</i>		
Building 8 and 10 Hayward place, . . . . .	\$51,000.00	
Building 250 and 252 Purchase street, . . . . .	44,000.00	
Building 172-178 Congress street, . . . . .	77,000.00	
Building 205 and 207 Congress street, . . . . .	59,000.00	
House 11 Oxford street, . . . . .	8,000.00	
Houses 412, 414, 416 Fifth street, . . . . .	9,900.00	
Houses 424, 426, 428 Fifth street, . . . . .	20,760.00	
House 537 Fourth street, . . . . .	4,800.00	
Houses 541, 543 Fourth street, . . . . .	9,600.00	
Houses 557 and 559 Fourth street, . . . . .	15,500.00	
Houses 583, 585, 587, 589 Fourth street, . . . . .	21,200.00	
House 99 and 101 H street, . . . . .	3,300.00	
		\$324,060.00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston, . . . . .	288,378.00	
Real estate used for school purposes, Jamaica Plain, . . . . .	140,634.00	
Unimproved land, South Boston, . . . . .	8,225.00	
Mortgage notes, . . . . .	146,000.00	
Note on demand, . . . . .	35,000.00	
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value, . . . . .	\$5,790.00	
Fitchburg R.R., preferred, 70 shares, value, . . . . .	6,222.20	
Chicago, Burlington & Quincy R.R., 100 shares, value, . . . . .	13,708.04	
Boston & Maine R.R., 31 shares, value, .	3,938.96	
Boston & Albany R.R., 148 shares, value,	29,933.00	
		59,592.20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value, . . . . .	\$1,270.00	
Boston & Lowell R.R., one 5% bond, value, . . . . .	1,000.00	
Chicago, Burlington & Quincy R.R., 27 4s, value, . . . . .	26,190.00	
Chicago, Burlington & Northern R.R., 14 5s, value, . . . . .	14,416.88	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, . . . . .	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value, . . . . .	8,800.00	
<i>Amounts carried forward, . . . . .</i>	<i>\$58,051.88</i>	<i>\$1,001,889.20</i>

<i>Amounts brought forward, . . . . .</i>	<b>\$58,051.88</b>	<b>\$1,001,889.20</b>
Kansas City, Clinton & Springfield R.R., 3 5s, value,	3,051.25	
Atchison Topeka & Santa Fé R.R., 13 4s, value,	11,470.50	
Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage value,	3,850.00	76,423.63
Cash, . . . . .		3,248.45
Household furniture, South Boston, . . . . .	\$17,000.00	
Household furniture, Jamaica Plain, . . . . .	10,000.00	27,000.00
Provisions and supplies, South Boston, . . . . .	\$767.39	
Provisions and supplies, Jamaica Plain, . . . . .	200.00	967.39
Coal, South Boston, . . . . .	\$2,479.00	
Coal, Jamaica Plain, . . . . .	857.00	3,336.00
<i>Work Department.</i>		
Stock, . . . . .	\$3,251.68	
Receivable bills, . . . . .	2,920.67	6,172.35
<i>Musical Department.</i>		
One large organ, . . . . .	\$4,000.00	
Four small organs, . . . . .	200.00	
Fifty-six pianos, . . . . .	10,000.00	
Band instruments, . . . . .	600.00	
Violins, . . . . .	35.00	
Musical library, . . . . .	775.00	15,610.00
<i>Printing Department.</i>		
Stock and machinery, . . . . .	\$4,140.00	
Books, . . . . .	16,141.00	
Electrotype plates, . . . . .	12,139.00	32,420.00
School furniture and apparatus, . . . . .		9,000.00
Library of books in common print, . . . . .	\$3,350.00	
Library of books in embossed print, . . . . .	14,452.00	17,802.00
Boys' shops, . . . . .		431.84
Stable and tools, . . . . .		851.12
		<b>\$1,195,151.98</b>

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.	
General fund of the institution, . . . . .	\$134,867.01
Harris fund, . . . . .	80,000.00
Richard Perkins fund, . . . . .	20,000.00
Charlotte B. Richardson legacy, . . . . .	40,507.00
John N. Dix legacy, . . . . .	10,000.00
Joseph Scholfield legacy, . . . . .	2,500.00
Eleanor J. W. Baker legacy, . . . . .	2,500.00
T. O. H. P. Burnham legacy, . . . . .	5,000.00
	<b>\$295,374.01</b>
Cash in treasury, . . . . .	215.39
PRINTING FUND.	
Capital, . . . . .	\$108,500.00
Surplus for building purposes, . . . . .	35,201.82
	<b>143,701.82</b>
KINDERGARTEN FUNDS.	
Helen C. Bradlee fund, . . . . .	\$40,000.00
Mrs. Geo. W. Wales fund, . . . . .	10,000.00
Mrs. Warren B. Potter fund, . . . . .	25,000.00
Sidney Bartlett legacy, . . . . .	10,000.00
George Downs legacy, . . . . .	3,000.00
Mary Williams legacy, . . . . .	5,000.00
Elisha T. Loring legacy, . . . . .	5,000.00
Ellen M. Gifford legacy, . . . . .	5,000.00
Joseph Scholfield legacy, . . . . .	3,000.00
Mrs. Eleanor Baker legacy, . . . . .	2,500.00
Mrs. Lucy A. Dwight legacy, . . . . .	4,000.00
Royal W. Turner legacy, . . . . .	3,000.00
Mrs. Eliza B. Seymour legacy, . . . . .	5,000.00
Mrs. Elizabeth W. Gay legacy, . . . . .	7,700.00
Mary H. Watson, . . . . .	100.00
Miss Sarah Bradford, . . . . .	100.00
Miss Rebecca Salisbury, . . . . .	200.00
Funds from other donations, . . . . .	73,400.00
	<b>202,000.00</b>
Cash in the treasury, . . . . .	3,033.06
Buildings, unimproved real estate and personal property in use of the institution, South Boston, . . . . .	399,136.70
Land, buildings and personal property in use of the kindergarten, Jamaica Plain, . . . . .	151,691.00
	<b>\$1,195,151.98</b>
Whole amount of property belonging to the kindergarten, . . . . .	\$356,724.06
Whole amount of property belonging to the institution proper, . . . . .	838,427.92
	<b>\$1,195,151.98</b>

## FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1893.

## RECEIPTS.

## Donations —

**Mrs. Warren B. Potter fund,**

Additional, . . . . . \$5,000.00

## Legacies —

**Miss Rebecca Salisbury,** . . . \$200.00**Mrs. Elizabeth W. Gay,** . . . 7,700.00**Mrs. Eliza B. Seymour,** . . . 5,000.00 12,900.00 \$17,900.00Endowment fund, . . . . . 13,328.05

Annual subscriptions through Ladies' Auxiliary Aid Society, . . . . . \$3,574.57

Contributions, . . . . . 229.00

Total for current expenses, . . . . . 3,803.57

Donations for new building, . . . . . 3,098.19

Board and tuition, . . . . . 6,800.00

Rents, . . . . . 769.00

Income from investments, . . . . . 9,305.95

Collected on temporary loan for building, . . . . . 15,000.00

Cash on hand Oct. 1, 1892, . . . . . 12,326.12 \$82,330.88

## EXPENSES.

Maintenance, . . . . . \$16,240.49

Levelling and grading, . . . . . 3,496.20

Expenses on houses let, . . . . . 74.80

Bills to be refunded, . . . . . 91.00

New buildings, . . . . . 30,812.09

Furnishing new buildings, . . . . . 6,583.24

Invested, . . . . . 22,000.00 79,297.82

Balance Oct. 1, 1893, . . . . . \$3,033.06

**PROPERTY BELONGING TO THE KINDERGARTEN.**

<b>Helen C. Bradlee fund,</b>	.....	\$40,000.00
<b>Mrs. Warren B. Potter fund,</b>	.....	25,000.00
<b>Mrs. George W. Wales fund,</b>	.....	10,000.00
<b>Legacies —</b>		
<b>Sidney Bartlett,</b>	.....	10,000.00
<b>George Edward Downs,</b>	.....	3,000.00
<b>Mary Williams,</b>	.....	5,000.00
<b>Elisha T. Loring,</b>	.....	5,000.00
<b>Ellen M. Gifford,</b>	.....	5,000.00
<b>Joseph Schofield,</b>	.....	3,000.00
<b>Royal W. Turner,</b>	.....	3,000.00
<b>Mrs. Lucy A. Dwight,</b>	.....	4,000.00
<b>Mrs. Eleanor J. W. Baker,</b>	.....	2,500.00
<b>Mrs. Elizabeth W. Gay,</b>	.....	7,700.00
<b>Mrs. Eliza B. Seymour,</b>	.....	5,000.00
<b>Miss Rebecca Salisbury,</b>	.....	200.00
<b>Miss Sarah Bradford,</b>	.....	100.00
<b>Mary H. Watson,</b>	.....	100.00
<b>Funds from other donations,</b>	.....	<u>73,400.00</u> \$202,000.00
<b>Cash in treasury,</b>	.....	<u>3,033.06</u>
<b>Land, buildings and personal property in use of the kindergarten at Jamaica Plain,</b>		
		<u>151,691.00</u>
<b>Total amount of property belonging to the kindergarten,</b>		
		<b>\$356,724.06</b>

## KINDERGARTEN ENDOWMENT FUND.

## LIST OF CONTRIBUTORS.

From Sept. 30, 1892, to Oct. 1, 1893.

A. B., fifth contribution,	\$100.00
A friend,	1,000.00
A friend,	50.00
A friend,	25.00
A friend,	10.00
A friend,	5.00
A friend,	5.00
A friend,	1.00
A friend from Allston,	5.00
A friend of the little blind children, additional,	350.00
A Thanksgiving greeting to the little blind children,	100.00
An Easter greeting to the little blind children,	100.00
Anonymous,	2.00
Appleton, Mrs. William, tenth contribution,	1,000.00
Aspinwall, Mrs. W. H.,	10.00
A warmly interested friend,	1.00
Bacon, Miss Mary P.,	10.00
Balfour, Miss Mary D., sixth contribution,	10.00
Barnard, J. M.,	5.00
Bartlett, Miss Mary F.,	500.00
Baylies, Mrs. W. C., third contribution,	10.00
Bigelow, Mrs. Prescott, third contribution,	50.00
Brett, Mrs. Anna K., Avon,	5.00
Brewer, Miss Lucy,	10.00
Brown, Miss H. Louisa, annual,	5.00
Burgess, Mrs. S. K., second contribution,	25.00
Burke, T. F.,	5.00
Butterfield, Mrs. A. M.,	1.00
<i>Amount carried forward,</i>	<b>\$3,400.00</b>

<i>Amount brought forward,</i>	. . . . .	\$3,400.00
Cabot, Mrs. S., . . . . .		25.00
Children of a kindergarten, . . . . .		4.50
Clarke, Miss Harriet E., . . . . .		10.00
Clarke, Mrs. James Freeman, . . . . .		5.00
Cook, Mr. and Mrs. C. T., Detroit, Mich., . . . . .		100.00
Cordner, Miss, . . . . .		5.00
Cowing, Mrs. Martha W., . . . . .		25.00
Crane, Mrs. Zenas M., Dalton, . . . . .		150.00
Damon, Mrs. Jane E., Westminster, . . . . .		5.00
D., L. W. and M. M. D., . . . . .		50.00
Ditson, Mrs. Oliver, . . . . .		100.00
Dresel, Mrs. Anna L., . . . . .		20.00
Easter Offertory, Trinity Church, . . . . .		5.00
Eliot, Dr. Samuel, seventh contribution, . . . . .		100.00
Emerson, Miss Frances V., . . . . .		5.00
Emma and Katie, . . . . .		.30
Endicott, Miss Mary E., fourth contribution, . . . . .		25.00
Evans, Mrs. Glendower, . . . . .		10.00
Fairbanks, Miss C. L., fourth contribution, . . . . .		10.00
Farnam, Mrs. Ann S., New Haven, Conn., fourth contribution, . . . . .		50.00
Fay, Miss S. M., third contribution, . . . . .		1,000.00
Field, Mrs. E. E. V., annual, . . . . .		30.00
First Congregational Unitarian Society, New Bedford, through Rev. Paul R. Frothingham, annual, . . . . .		50.00
Fiske, Mrs. Joseph N., . . . . .		1,000.00
Friend, W. A., . . . . .		300.00
From a friend, . . . . .		500.00
From a friend, through E. Reed, . . . . .		5.00
Fuller, Mrs. Caroline A., West Hingham, second contribution, . . . . .		50.00
German Technical Society, proceeds of lecture, . . . . .		60.00
<i>Amount carried forward,</i>	. . . . .	\$7,099.80

*Amount brought forward, . . . . . \$7,099.80*

Goodhue, George O., Danville, Can., . . . . .	5.00
Haimes, Miss Lucy F., . . . . .	10.00
Hayden, Mrs. Isaac, . . . . .	25.00
Hersey, Charles H., . . . . .	25.00
Hollis, Mrs. S. J., Lynn, . . . . .	25.00
Howard, Miss Jennie W., . . . . .	2.00
Howland, Mrs. O. O., second contribution, . . . . .	30.00
Hunnewell, F. W., . . . . .	100.00
In memory of M. Day Kimball, . . . . .	100.00
Jenks, Miss Caroline E., ninth contribution, . . . . .	5.00
J. T. and R. B., . . . . .	5.00
K., . . . . .	15.00
Kendall, Miss H. W., second contribution, . . . . .	50.00
Kent, Mrs. Helena M., third contribution, . . . . .	500.00
Kindergarten, West Newton, Mrs. Sweetser's, . . . . .	2.00
Knapp, George B., . . . . .	25.00
Ladies at Wellesley, . . . . .	26.00
Lane, Mrs. Mary S., . . . . .	5.00
Lend-a-hand Club of the Unitarian Church, Belmont, . . . . .	5.00
Loud, Mrs. S. P., . . . . .	5.00
Lowell, Miss Anna C., fifth contribution, . . . . .	100.00
Lowell, Mrs. George G., . . . . .	100.00
Lyman, Mrs. George H., . . . . .	10.00
Lyman, John P., . . . . .	25.00
Marsh, Miss Sarah L., Hingham, . . . . .	50.00
Mason, Miss E. F., . . . . .	500.00
Matthews, Mrs. A. B., . . . . .	1,000.00
Matthews, Miss Alice, . . . . .	10.00
Matthews, Miss Nanna Bolton, . . . . .	10.00
Meyer, Mrs. George von L., . . . . .	100.00
Montgomery, William, . . . . .	10.00
Morgan, Mrs. E. P., . . . . .	50.00
<i>Amount carried forward, . . . . .</i>	<i>\$10,029.80</i>

<i>Amount brought forward,</i>	\$.10,029.80
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. Preble,	25.00
Newell, Mrs. M. Abbie,	75.00
Nichols, Mrs. Frederick S.,	25.00
Norfolk County High School Teachers' Club,	5.43
Ober, Louis P.,	10.00
Perkins, Edward N.,	50.00
Potter, Mrs. Jennie L.,	5.00
Potter, Mrs. Warren B.,	5,200.00
Rantoul, Miss Hannah L.,	25.00
Richards, Miss Elise B.,	5.00
Robertson, Mrs. Alice Kent, proceeds of reading,	235.00
Rogers, Mrs. Anna B.,	5.00
Rogers, Miss Clara B.,	2.00
Rogers, Miss Flora E., New York City,	100.00
Russell, Miss Marian,	100.00
Russell, Miss Mary,	5.00
Sabine, Miss M. C.,	3.00
Sears, Mrs. K. W.,	25.00
Storrs, Mrs. E. K.,	25.00
Sunday-school of the Unitarian Church, Belmont,	5.00
Sunday-school in Beverly,	2.00
Sunday-school of the First Church, Boston,	60.00
Sunday-school class in Shepard Memorial Church, Cambridge,	17.14
Sunday-school in Cambridge, through Gordon H. Taylor,	17.98
Talbot, Mrs. Isabella W., North Billerica,	50.00
Thayer, Mrs. N., Sr., fifth contribution,	1,000.00
Thorndike, Mrs. J. H., tenth contribution,	100.00
Through Miss E. A.,	2.00
Through Helen Keller,	5.00
<i>Amount carried forward,</i>	\$17,314.35

<i>Amount brought forward,</i>	\$.17,314.35
Troup, John E., Providence, . . . . .	50.00
Vaughan, B., Cambridge, . . . . .	10.00
Vose, Miss C. C., third contribution, . . . . .	5.00
Wales, George W., annual, . . . . .	200.00
Warren, Mrs. J. Sullivan, annual, . . . . .	20.00
Washburn, Rev. A. F., fourth contribution, . . . . .	25.00
Waterston, Mrs. Anna C. L., . . . . .	50.00
White, C. J., sixth contribution, . . . . .	25.00
Whitehead, Miss Mary, . . . . .	20.00
Whiting, Mrs. S. B., Cambridge, . . . . .	10.00
Wigglesworth, Dr. Edward, . . . . .	25.00
Wilson, Miss Edith, . . . . .	1.20
W., L. H., . . . . .	25.00
Wolcott, Mrs. J. H., . . . . .	500.00
Yerxa, Helen and Marion, . . . . .	2.50
Young, Mrs. B. L., fifth contribution, . . . . .	25.00
Young ladies of Kirk street Church, Lowell, . . . . .	5.00
Young People's Club of the Unitarian Church, Jamaica Plain, . . . . .	15.00
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	\$18,328.05

## CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Aid Society, Miss Olga E. Gardner, treasurer, . . .	\$.2,984.57
Cambridge Branch, through Mrs. E. C. Agassiz, . . .	500.00
Dorchester Branch, through Mrs. Elizabeth S. Whitten, . . .	90.00
Ames, Rev. Charles G., annual, . . . . .	10.00
Baker, Mrs. Richard, annual, . . . . .	50.00
Brett, Mrs. Anna K., Avon, . . . . .	5.00
Brewer, John, Milton, . . . . .	1.00
<i>Amount carried forward,</i>	<hr/> \$.3,640.57

<i>Amount brought forward,</i>	.....	\$3,640.57
Bumstead, Mrs. F. J., Cambridge,	.....	25.00
Coolidge, Mrs. J. T., annual,	.....	10.00
Goodman, Richard, Lenox, annual,	.....	10.00
Iasigi, Miss Mary V., annual,	.....	15.00
Jackson, Mrs. E. S.,	.....	2.00
Jackson, Mrs. J. B. S., annual,	.....	50.00
St. Agnes Guild, Melrose, through Mrs. H. A. Bush,	..	5.00
Thorndike, Mrs. J. H., annual,	.....	10.00
Timayenis, D. T.,	.....	10.00
Waters, Edwin F.,	.....	5.00
Whitehead, Miss Mary, annual,	.....	10.00
Women's Baptist Home Mission Society, Hyde Park,		1.00
Wood, Mrs. James B., Concord,	.....	10.00
		<hr/>
		\$3,803.57

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FOR THE NEW BUILDING.

Alumnae Association of Perkins Institution, for furnish-		
ing,	.....	\$85.72
An Easter greeting to the little blind children,	.....	50.00
Children of Miss A. L. Partridge's school, Augusta,		
Me., third contribution,	.....	29.00
Coolidge, Mrs. J. Randolph,	.....	100.00
Faulkner, Miss Fanny M.,	.....	1,000.00
Fuller, Mrs. Caroline A., West Hingham,	.....	100.00
Greene, Mrs. Fanny A.,	.....	1.00
In memory of Cora B. Standing, Fall River, for book-		
case,	.....	90.00
Ladies of Lynn, through Mrs. Washington Haven,		
annual,	.....	63.00
<i>Amount carried forward,</i>	.....	<hr/> \$1,518.72

<i>Amount brought forward,</i>	• • • • .	\$1,518.72
Learned, Miss Mollie, New London, Conn., second contribution,	• • • • .	5.00
Motley, Edward, fifth contribution,	• • • • .	100.00
Primary Department of the Highland Congregational Sunday-school, Dorchester,	• • • • .	6.92
Proceeds of entertainments, February 22, by pupils of Perkins Institution,	• • • • .	25.69
Proceeds of fair by children of Sargent street and Howard avenue, Dorchester,	• • • • .	26.86
Proceeds of fair held by Misses Stockwell, Gregg and Brown, Roxbury,	• • • • .	100.00
Rotch, Mrs. Benjamin S., eighth contribution,	• • .	1,000.00
Sears, David, second contribution,	• • • • .	200.00
Thorndike, Mrs. J. H., eleventh contribution,	• • .	100.00
W., Miss C. L., .	• • • • .	15.00
		—————
		\$3,098.19

The trustees earnestly appeal to the public for further contributions to the amount of \$18,500, which is still lacking to complete the building fund.

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*All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY  
STRINGER.

A lover of children, . . . . .	\$2.00
"Aunt Madeleine," Elonor Achison, Jennie Allison, Mary B. Harding, Mary A. Dugan, and Harriette B. Reed, Washington, Penn., through Miss Made- leine Le Moyne, . . . . .	20.00
Brown, Mrs. J. Conklin, Greensboro', Ga., . . . . .	10.00
Brown, Warner, Greensboro', Ga., . . . . .	1.00
Cary, Alice, . . . . .	10.00
Children of the Florence Kindergarten, Florence, . . . . .	12.00
Child's Hour fund, . . . . .	3.38
Child's Hour fund, through Miss Lucy Wheelock, . . . . .	11.10
Cook, Roy R., . . . . .	5.00
E. A. H., through Hellen Keller, . . . . .	5.00
Fay, Miss Sarah M., . . . . .	25.00
Fosdick, Mrs. A. M., Mobile, . . . . .	5.00
From a friend, E. C. E., . . . . .	1.00
Goodhue, George O., Danville, Can., . . . . .	5.00
Junior Society of Christian Endeavor of First Church, Chelsea, . . . . .	5.00
Keller, Helen, . . . . .	5.00
Kindergarten department of Washington street Bap- tist Church, Lynn, . . . . .	3.25
Kindergarten, Miss Fiske's, Montpelier, Vt., through Mr. Martin, . . . . .	1.50
Matthews, Mrs. Annie B., . . . . .	50.00
Merry, Miss Isabel, Newark, N.J., . . . . .	5.00
Mite boxes of Helen and Edna Carter, . . . . .	.75
Nickerson, Miss Isabel J., . . . . .	5.00
Parker, Thomas R., annual, . . . . .	1.00
Peyraud, Mademoiselle Rosalie J., annual, . . . . .	1.00
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Amount carried forward, . . . . .	\$192.98

<i>Amount brought forward,</i>	\$192.98
Primary department of the Baptist Sunday-school of Wakefield, through Miss E. M. Greenwood,	8.00
Primary Sunday-school class, Miss M. L. Holt's, Willimantic, Conn.,	2.00
Primary Sunday-school of Church of Pilgrimage, Plymouth,	5.33
Proceeds of fair held in the house of Mr. B. T. Thayer,	11.87
Richards, Miss Annie L.,	12.50
Rodocanachi, John M.,	10.00
Ross, Miss Charlotte,	1.00
Ruich, Amanda,	.50
Stanyan, Miss Jennie H.,	2.00
Through A. I. Root, editor of <i>Gleanings in Bee Culture</i> : Two little Stewart Boys,	\$1.00 } 6.00
Anna C. Ash,	5.00 }
Through <i>The Child's Hour</i> :—	
Ruby and Percy Bramhall,	\$2.00 }
Mrs. N. M. Bristol,	5.00 } 7.10
Alva Clark,	.10 }
Union Sunday-school of Harmon, Ill., through Silas Ackert, Superintendent,	5.00
Walnut avenue Congregational Church,	5.00
Washburn, Rev. Alfred F.,	10.00
Whitney, Miss E. P.,	1.00
Whitwell, Miss Mary, annual subscription for two years.	2.00
Yerxa, Helen and Marion,	2.50
Young, Miss Lucy F., Groton,	1.00
Young People's Auxiliary of Barton square Church, Salem,	5.00 }
	<hr/> \$290.78

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, Trust

## DONATIONS THROUGH THE LADIES' AUXILIARY.

Ahl, Mrs. D., Boston,	\$25.00
At the Kindergarten Reception, Jamaica Plain, . . . . .	23.75
Brooks, Mrs. Peter C., Boston, . . . . .	50.00
Cary, Mrs. Richard, . . . . .	1.00
Cary, Miss, . . . . .	1.00
Cash, . . . . .	.75
Choate, Mrs. C. F., . . . . .	5.00
Coolidge, Mrs. Algernon, . . . . .	5.00
Emmons, Mr. N. H., . . . . .	10.00
Everett, Mrs. E., Cambridge, . . . . .	25.00
Fair in aid of the Kindergarten by eight little girls, Katrine and Molly Coolidge, Ingeborg Sinclair, Brenda Fenollosa, Mary Richardson, Betty Porter, Lulu Clement, and Bette Harrington, . . . . .	106.57
G., Mrs. G. P., . . . . .	5.00
Glover, Mr. Joseph B., . . . . .	100.00
Goldthwait, Mrs. John, Chestnut Hill, . . . . .	25.00
Holmes, Mr. George H., Cambridge, . . . . .	10.00
Lowell, Miss G., . . . . .	5.00
Lowell, Mrs. George G., . . . . .	25.00
Manning, The Misses, . . . . .	20.00
Matchett, Mrs. W. F., . . . . .	25.00
Prince, Mrs. J. F., Jr., Ottawa, Canada, . . . . .	1.00
Rice, Hon. Alexander H., . . . . .	25.00
Wheelwright, Mr. Josiah, Roxbury, . . . . .	50.00
W., Mr. H., . . . . .	5.00
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	\$549.07

## ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Aid Society, Miss OLGA E. GARDNER, *Treasurer.*

Abbott, Miss A. T., Boston,	\$1.00
Abbott, Mrs. H. W., Boston,	1.00
Abbott, Mrs. J., Boston,	5.00
Abbott, Miss J. G., Boston,	1.00
Adams, Mrs. Waldo, Boston,	5.00
Allen, Mrs. A. H., Boston,	1.00
Allen, Mrs. C. H., Boston,	1.00
Allen, Mrs. F. R., Boston,	2.00
Allen, Mrs. R. L., Boston,	1.00
Ames, Mrs. F. M., Boston,	1.00
Amory, Mrs. William, Boston,	15.00
Anderson, Mrs. J. F., Boston,	5.00
Appleton, Mrs. William, Boston,	5.00
Arnold, Mrs. Richard, Boston,	2.00
Atkins, Mrs. Elisha, Boston,	5.00
Ayer, Mrs. J. B., Boston,	5.00
Bacon, Miss E. S., Jamaica Plain,	5.00
Bacon, Mrs. S. M., Boston,	1.00
Bailey, Mrs. H. R., Cambridge,	2.00
Bailey, Mr. J. T., Boston,	20.00
Baker, Mrs. Richard, Jr., Boston,	5.00
Bancroft, Mrs. J. C., Boston,	5.00
Barnard, Mrs. M. C., Dorchester,	1.00
Barnes, Mrs. C. B., Boston,	10.00
Barnes, Mrs. T. W., Boston,	3.00
Barstow, Miss K. A., Boston,	5.00
Bartlett, Miss Elvira, Boston,	10.00
Bartlett, Miss Mary F., Boston,	20.00
Batcheller, Mrs. A. H., Boston,	2.00
Bigelow, Mrs. Alanson, Chestnut Hill,	1.00
<i>Amount carried forward,</i>	<u>\$145.00</u>

<i>Amount brought forward,</i>	\$146.00
Bigelow, Mrs. G. T., Boston,	5.00
Bigelow, Mrs. J. S., Boston,	10.00
Bigelow, Mrs. Prescott, Chestnut Hill,	10.00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain,	5.00
Billings, Mrs. J. B., Boston,	1.00
Blake, Mrs. G. B., Boston,	10.00
Blake, Mrs. S. P., Boston,	5.00
Bleakie, Mrs. J. S., Boston,	5.00
Boardman, Mrs. T. D., Boston,	2.00
Bradley, Mrs. Richard, Boston,	1.00
Bremer, Mrs. J. L., Boston,	5.00
Brewer, Mr. John R., Boston,	5.00
Briggs, Dr. E. C., Boston,	2.00
Brown, Mrs. Buckminster, Boston,	3.00
Brown, Miss H. L., Boston,	2.50
Brown, Mrs. J. Conklin, Greensboro', Ga.,	2.00
Brown, Mrs. Samuel N., Boston,	2.00
Browne, Miss H. T., Boston,	10.00
Bryant, Mrs. E. B., Boston,	5.00
Bryant, Mrs. J. D., Boston,	2.00
Bullard, Mrs. William S., Boston,	10.00
Bumstead, Mrs. Freeman, Cambridge,	5.00
Burchardt, Miss E., Boston,	1.00
Burnham, Mrs. H. D., Boston,	5.00
Burnham, Mrs. J. A., Jr., Boston,	5.00
Cabot, Mrs. J. S., Boston,	10.00
Cary, Miss A. P., Boston,	10.00
Cary, Miss E. G., Boston,	10.00
Cary, Mrs. Richard, Boston,	1.00
Cary, Miss, Boston,	1.00
Case, Mrs. James B., Boston,	5.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
Chase, Miss N., Boston,	1.00
<i>Amount carried forward,</i>	<hr/> \$307.50

<i>Amount brought forward,</i>	\$307.50
Cheney, Mrs. Arthur, Boston.	1.00
Chick, Mrs. I. W., Boston,	2.00
Claflin, Mrs. W. H., Boston,	2.00
Clark, Mrs. B. C., Boston,	2.00
Clark, Mrs. F. S., Boston,	10.00
Clark, Mrs. J. J., Boston,	2.00
Codman, Mrs. C. R., Boston,	5.00
Collamore, The Misses, Boston,	5.00
Converse, Mrs. C. C., Boston,	1.00
Coolidge, Mrs. J. Randolph, Boston,	10.00
Cotting, Mrs. C. E., Boston,	5.00
Cotting, Mrs. C. U., Boston,	5.00
Covel, Mrs. A. S., Boston,	2.00
Crane, Mrs. A. M., Boston,	5.00
Crehore, Mrs. G. C., Boston,	5.00
Crocker, Miss L. H., Boston,	5.00
Crosby, Miss S. T., Boston,	1.00
Curtis, Mrs. Greeley S., Boston,	25.00
Curtis, Mrs. H. G., Boston,	5.00
Curtis, Mrs. J. F., Boston,	5.00
Dabney, Mrs. L. S., Boston,	10.00
Dale, Mrs. Eben, Boston,	5.00
Dana, Mrs. Samuel B., Boston,	10.00
Daniell, Mrs. H. W., Boston,	5.00
Daniels, Mrs. G. F., Boston,	1.00
Davis, Mrs. Simon, Boston,	3.00
Day, Mrs. Lewis, Norwood,	2.00
Derby, Mrs. Hasket, Boston,	5.00
Dewey, Miss Mary E., Boston,	1.00
Dexter, Miss Elsie, Boston,	2.00
Dexter, Miss R. L., Boston,	2.00
Dimock, Mrs. E. A., Roxbury,	1.00
Ditson, Mrs. Oliver, Boston,	5.00
<i>Amount carried forward,</i>	<del>\$307.50</del> \$462.50

<i>Amount brought forward,</i>	<i>\$462.50</i>
Dixon, Mrs. L. S., Boston,	2.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dowse, Mrs. Charles F., Boston,	1.00
Draper, Dr. F. W., Boston,	1.00
Drew, Mrs. E. C., Boston,	1.00
Dwight, Mrs. James, Boston,	1.00
Dwight, Mrs. Thomas, Boston,	1.00
Dwight, Mrs. Thomas, Jr., Boston,	1.00
Edgerly, Mrs. Charles B., Boston,	1.00
Eichberg, Mrs. Julius, Boston,	2.00
Eliot, Mrs. Amory, Brookline,	2.00
Elliott, Mrs. John, Boston,	10.00
Endicott, Miss C. T., Boston,	1.00
Endicott, Mrs. Henry, Boston,	5.00
Ernst, Mrs. C. W., Boston,	2.00
Estabrook, Mrs. A. F., Boston.	5.00
Fabian, Mrs. R. L., Boston,	5.00
Fairchild, Mrs. Charles, Boston,	5.00
Farwell, Mrs. S. W., Boston,	5.00
Faulkner, Mrs. Charles, Boston,	10.00
Faulkner, Miss, Boston,	10.00
Fay, Miss S. B., Boston,	1.00
Fay, Miss Sarah M., Boston,	10.00
Fenno, Mr. J. Brooks, Boston,	10.00
Ferguson, Mrs. R., Boston,	1.00
Fiske, Mrs. Joseph N., Boston,	5.00
Fitz, Mrs. Walter Scott, Boston,	25.00
Flagg, Mrs. Aug., Boston,	6.00
Fletcher, Miss E. R., Marshalltown, Iowa,	1.00
Frank, Mrs. D., Boston,	1.00
French, Mrs. John J., Boston,	1.00
French, Mrs. T. H., Roxbury,	1.00
Frothingham, Miss Ellen, Boston,	5.00
<i>Amount carried forward,</i>	<i>\$605.50</i>

<i>Amount brought forward</i>	<i>\$111.00</i>
Fessenden, Mrs. G. E., Boston	5.00
Gafford, Mr. Thomas, Boston	5.00
Gardiner, Mr. R. H., Chestnut Hill	1.00
Gardner, Miss Isabella E., Boston	5.00
Gardner, Mrs. John L., Boston	1.00
Garrison, Mrs. W., Boston	5.00
Gately, Miss M. E., Boston	1.00
Gifford, Miss L. W., Boston	1.00
Girling, Mrs. T. P., Boston	1.00
Goddard, Mrs. J. C., Boston	1.00
Graham, Mrs. W. H., Boston	5.00
Gray, Mrs. J. C., Boston	1.00
Gray, Mrs. J. H., Boston	1.00
Gray, Mrs. Morris, Chestnut Hill	1.00
Gray, Mrs. Reginald, Chestnut Hill	1.00
Greene, Mrs. J. S. Copley, Cambridge	2.00
Grew, Mrs. H. S., Boston	10.00
Grover, Mrs. William O., Boston	10.00
Hall, Mrs. E. R., Boston	2.00
Hall, Mr. G. G., Boston	1.00
Hall, Mrs. M. L., Boston	5.00
Hammond, Mrs. Gardiner G., Jr., Boston	5.00
Hammond, Mrs. George Warren, Boston	10.00
Harding, Mrs. E. J., Ware	1.00
Hardy, Mrs. A. H., Boston	1.00
Harrington, Mrs. F. B., Boston	3.00
Harrington, Mrs. M. C., Dorchester	1.00
Harrington, Dr. H. L., Dorchester	2.00
Hart, Mrs. Thomas N., Boston	2.00
Hart, Mrs. William T., Boston	10.00
Haskell, Mrs. Edwin B., Auburndale	50.00
Hayden, Mrs. C. R., Boston	5.00
Hayes, Miss Abby S., Boston	1.00
<i>Amount carried forward,</i>	<i>\$111.00</i>

<i>Amount brought forward,</i>	\$.771.50
Hayes, Miss Ella, Boston, . . . . .	1.00
Hayes, Mrs. J. A., Boston, . . . . .	1.00
Hayes, Miss M. G., Boston, . . . . .	1.00
Head, Mrs. Charles, Boston, . . . . .	25.00
Healy, Miss Helen, Boston, . . . . .	1.00
Heard, Mrs. J. Theodore, Boston, . . . . .	5.00
Hecht, Mrs. J. H., Boston, . . . . .	5.00
Hemenway, Mrs. Alfred, Boston, . . . . .	1.00
Hemenway, Mrs. C. P., Boston, . . . . .	10.00
Higginson, Mrs. H. L., Boston, . . . . .	15.00
Hills, Mrs. E. A., Boston, . . . . .	5.00
Hitchcock, Mrs. David W., Boston, . . . . .	5.00
Hogg, Mrs. John, Boston, . . . . .	5.00
Hooper, Mrs. F. T., Boston, . . . . .	1.00
Hooper, Mrs. J. R., Boston, . . . . .	2.00
Hooper, Mrs. R. C., Boston, . . . . .	10.00
Hooper, Mrs. S. E., Roxbury, . . . . .	1.00
Horton, Mrs. E. A., Boston, . . . . .	2.00
Horton, Mrs. W. H., Boston, . . . . .	10.00
Houghton, Hon. H. O., Cambridge, . . . . .	5.00
Howe, Mrs. A., Boston, . . . . .	1.00
Howe, Mrs. Julia Ward, Boston, . . . . .	5.00
Howland, Mrs. J. A., Jamaica Plain, . . . . .	1.00
Hubbard, Mrs. Eliot, Boston, . . . . .	10.00
Hudson, Mrs. John E., Boston, . . . . .	5.00
Hunneman, Miss Elizabeth A., Roxbury, . . . . .	2.00
Hunneman, Mrs. S. W., Roxbury, . . . . .	1.00
Hunnewell, Miss Charlotte, Boston, . . . . .	10.00
Hunnewell, Mr. H. H., Boston, . . . . .	50.00
Hutchins, Mrs. Constantine F., Boston, . . . . .	5.00
Inches, Mrs. C. E., Boston, . . . . .	1.00
Jackson, Miss E., Boston, . . . . .	3.00
Jackson, Mrs. J. B. S., Boston, . . . . .	5.00
<i>Amount carried forward,</i>	<u>\$981.50</u>

<i>Amount brought forward,</i>	<i>\$981.50</i>
James, Mrs. John W., Boston, . . . . .	10.00
Jewett, Miss Annie, Boston, . . . . .	2.00
Johnson, The Misses, Boston, . . . . .	20.00
Jones, Mrs. Edward C., New Bedford, . . . . .	25.00
Jones, Miss Ellen M., Boston, . . . . .	10.00
Jones, Mrs. Jerome, Brookline, . . . . .	1.00
Jordan, Mrs. Eben D., Boston, . . . . .	5.00
Jordan, Mrs. Eben D., Jr., Brookline, . . . . .	5.00
Josselyn, Mrs. A. S., Boston, . . . . .	5.00
Joy, Mrs. Charles H., Boston, . . . . .	10.00
Kehew, Mrs. W. B., Boston, . . . . .	1.00
Kidder, Mrs. Henry P., Milton, . . . . .	5.00
Kidner, Mrs. R., Boston, . . . . .	2.00
Kimball, Mrs. D. P., Boston, . . . . .	25.00
Kimball, Mrs. M. D., Boston, . . . . .	1.00
Kimball, Miss S., Boston, . . . . .	1.00
Kimball, Mrs. S. H., Jamaica Plain, . . . . .	5.00
King, Mrs. D. Webster, Boston, . . . . .	2.00
Kinsley, Mrs. Edward W., Boston, . . . . .	5.00
Kuhn, Mrs. H., Boston, . . . . .	5.00
Lamson, Mrs. J. A., Boston, . . . . .	1.00
Lee, Mrs. George C., Boston, . . . . .	10.00
Lee, Mrs. J. H., Boston, . . . . .	5.00
Lincoln, Miss C. K. T., Hingham, . . . . .	1.00
Lockwood, Mrs. Rhodes, Boston, . . . . .	1.00
Lodge, Mrs. John E., Boston, . . . . .	5.00
Loring, Mrs. W. C., Boston, . . . . .	25.00
Lothrop, Mrs. Thornton K., Boston, . . . . .	10.00
Loud, Mrs. S. P., Boston, . . . . .	2.00
Lovering, Mrs. C. T., Boston, . . . . .	10.00
Lowell, Mrs. E. J., Boston, . . . . .	1.00
Lowell, Miss G., Boston, . . . . .	1.00
Lowell, Mrs. John, Boston, . . . . .	5.00
<i>Amount carried forward,</i>	<i>\$1,203.50</i>

<i>Amount brought forward,</i>	.\$1,203.50
Lowell, Mrs. John, Jr., Chestnut Hill,	1.00
Lyman, Mrs. Arthur T., Boston,	5.00
Mack, Mrs. Thomas, Boston,	1.00
Mandell, Mrs. S. P., Boston,	2.00
Matthews, Miss A. B., Boston,	1.00
Matthews, Miss Alice M. C., Boston,	1.00
Mead, Mrs. S. R., Boston,	10.00
Merriam, Mrs. Charles, Boston,	5.00
Merrill, Mrs. J. W., Boston,	10.00
Meyer, Mrs. George A., Boston,	10.00
Minot, Mrs. C. H., Boston,	10.00
Minot, Dr. Francis, Boston,	10.00
Mixter, Mrs. William, Boston,	1.00
Mixter, Miss M., Boston,	1.00
Morison, Mrs. J. H., Boston,	1.00
Morison, Mrs., Boston,	2.00
Morrill, Miss Annie W., Boston,	3.00
Morrill, Miss Fannie E., Boston,	3.00
Moseley, Miss, Boston,	1.00
Motte, Mrs. Ellis L., Boston,	2.00
Neal, Mrs. George B., Charlestown,	1.00
Neal, Miss, Charlestown,	1.00
Newell, Mrs. G. A., Boston,	5.00
Nichols, Mrs. F. S., Boston,	5.00
Norcross, Miss Laura, Boston,	10.00
Norcross, Mrs. Otis, Boston,	5.00
Norcross, Mrs. Otis, Jr., Boston,	5.00
Norman, Mrs. G. H., Boston,	10.00
Otis, Mrs. W. S., Boston,	2 00
Page, Mrs. Calvin G., Chestnut Hill,	1.00
Paine, Mrs. R. T., Boston,	10.00
Palfrey, Mrs. F. W., Boston,	20.00
Palmer, Mrs. C. H., Boston,	1.00
<i>Amount carried forward,</i>	.\$1,359.50

<i>Amount brought forward,</i>	<i>\$1,359.50</i>
Parker, Mrs. William L., Boston,	5.00
Parkinson, Mrs. John, Boston,	5.00
Parkman, Mr. Francis, Boston,	5.00
Parsons, Mrs. Wm. and Miss, Boston,	5.00
Peabody, Mrs. Anna P., Boston,	5.00
Peabody, Mr. F. H., Boston,	10.00
Peabody, Mrs. Oliver W., Boston,	5.00
Peabody, Mrs. S. E., Boston,	5.00
Pfaff, Mrs. Jacob, Boston,	5.00
Phillips, Mrs. John C., Boston,	25.00
Phipps, Miss, Boston,	20.00
Pickering, Mrs. Edward, Boston,	5.00
Pickman, Mrs. W. D., Boston,	10.00
Pillsbury, Miss Elsie G., Boston,	1.00
Poor, Mrs. Charles C., Boston,	1.00
Pope, Mrs. A. A., Boston,	25.00
Pope, Drs. E. F. and C. A., Boston,	2.00
Porteous, Mrs. John, Boston,	4.00
Porteous, Miss M. F., Boston,	1.00
Poulsson, Miss Emilie, Boston,	1.00
Poulsson, Miss Laura E., Boston,	1.00
Powars, Miss M. A., Boston,	1.00
Prince, Mrs. J. F., Jr., Ottawa, Canada,	1.00
Proctor, Mrs. H. H., Boston,	2.00
Putnam, Mrs. J. P., Boston,	5.00
Putnam, Mrs. S. R., Boston,	10.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs George H., Boston,	5.00
Rantoul, Miss H. L., Beverly,	1.00
Reed, Mrs. Wm. Howell, Boston,	5.00
Revere, Mrs. Paul J., Boston,	5.00
Rice, Mrs. Henry A., Boston,	5.00
Richards, Miss A., Boston,	1.00
<i>Amount carried forward,</i>	<i>\$1,548.50</i>

<i>Amount brought forward,</i>	<b>\$1,548.50</b>
Richards, Mrs. Dexter H., Boston,	10.00
Richards, Mrs. W. D., Boston,	2.00
Richardson, Mrs. Spencer W., Boston,	5.00
Richardson, Mrs. Thomas O., Boston,	2.00
Robbins, Mrs. R. E., Boston,	5.00
Rochford, Francis J., Jamaica Plain,	1.00
Rodman, Mr. S. W., Boston,	10.00
Rogers, Miss Annette P., Boston,	5.00
Rogers, Mrs. Henry M., Boston,	5.00
Rogers, Mrs. Jacob C., Boston,	5.00
Rogers, Mrs. J. P., Boston,	5.00
Rogers, Miss S. S., Boston,	5.00
Rogers, Mrs. William B., Boston,	3.00
Ross, Mrs. A., Boston,	1.00
Rotch, Miss Edith, Boston,	5.00
Rotch, Mrs. T. M., Boston,	2.00
Russell, Mrs. William A., Boston,	10.00
Rust, Mrs. Nathaniel J., Boston,	1.00
Sabine, Mrs. G. K., Brookline,	1.00
Saltonstall, Mr. Henry, Boston,	25.00
Sampson, Mrs. Edwin H., Boston,	1.00
Sampson, Mr. George, Boston,	10.00
Sampson, Miss H. H., Boston,	1.00
Sampson, Mrs. O. H., Boston,	5.00
Sanborn, Mrs. Edwin L., Boston,	1.00
Sawyer, Mrs. Joseph, Boston,	1.00
Schlesinger, Mr. Barthold, Brookline,	50.00
Schwarz, Mrs. Louis B., Brookline,	1.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R., Boston,	25.00
Sears, Mrs. K. W., Boston,	5.00
Sears, Mrs. P. H., Boston,	10.00
Sharpe, Mr. L., Providence, R.I.,	10.00
<i>Amount carried forward,</i>	<b>\$1,777.50</b>

<i>Amount brought forward,</i>	\$1,777.50
Shattuck, Mrs. G. B., Boston, . . . . .	5.00
Shattuck, Mrs. G. C., Boston, . . . . .	2.00
Shattuck, Mrs. G. O., Boston, . . . . .	5.00
Shaw, Mrs. B. S., Boston, . . . . .	5.00
Shaw, Mrs. George R., Boston, . . . . .	1.00
Shaw, Mrs. H. R., Boston, . . . . .	10.00
Shaw, Mrs. Robert G., Boston, . . . . .	5.00
Shepherd, Mrs. T. P., Providence, R.I., . . . . .	25.00
Shinkle, Miss Camilla H., Covington, Ky., . . . . .	1.00
Shurtleff, Tom, . . . . .	3.50
Sigourney, Mr. Henry, Boston, . . . . .	10.00
Simpson, Miss F. W., Boston, . . . . .	3.00
Skinner, Mrs. F., Boston, . . . . .	5.00
Smith, Mrs. Samuel, Boston, . . . . .	5.00
Soren, Miss Grace, Roxbury, . . . . .	1.00
Soren, Miss E., Roxbury, . . . . .	2.00
Soren, Mr. J. H., Roxbury, . . . . .	5.00
Sowdon, Mr. A. J. C., Boston, . . . . .	10.00
Spaulding, Hon. John P., Boston, . . . . .	50.00
Sprague, Dr. Francis P., Boston, . . . . .	10.00
Stantial, Mrs. S. F., Boston, . . . . .	2.00
Stearns, Mrs. Charles H., Brookline, . . . . .	25.00
Stearns, Mrs. R. H., Boston, . . . . .	5.00
Stetson, Miss, Boston, . . . . .	1.00
Stone, Mrs. F., Boston, . . . . .	10.00
Stratton, Mrs. Charles E., Boston, . . . . .	1.00
Strinmen, Miss F., Boston, . . . . .	1.00
Stuart, Mrs. Willoughby H., Boston, . . . . .	2.00
Swain, Mrs. John, Stockbridge, . . . . .	5.00
Swan, Miss E. B., Dorchester, . . . . .	5.00
Swan, Mrs. Robert, Dorchester, . . . . .	10.00
Sweetser, Mrs. A. L., Boston, . . . . .	10.00
Sweetser, Mrs. F. E., Boston, . . . . .	5.00
<i>Amount carried forward,</i>	<u>\$2,023.00</u>

<i>Amount brought forward,</i>	\$.00
Taggard, Mrs. B. W., Boston,	10.00
Thayer, Miss A. G., Boston,	10.00
Thayer, Mrs. Harriet L., Boston,	3.00
Thomas, Miss C. C., Boston,	2.00
Thomas, Mrs. J. B., Jr., Boston,	10.00
Tilton, Mrs. Joseph B., Boston,	5.00
Tilton, Mrs. William S., Newtonville,	2.00
Table, Mrs. S. P., Brookline,	1.00
Turner, Mrs. Alfred T., Boston,	2.00
Tyler, Mrs. D. S., Lexington,	5.00
Vickery, Mrs. Herman F., Boston,	3.00
Voorhees, Mrs. C. C., Cambridgeport,	1.50
Vose, Miss Florence P., Brookline,	2.00
Wadsworth, Mrs. O. F., Boston,	3.00
Wainwright, Miss R. P., Boston,	5.00
Wales, Mrs. George W., Boston,	5.00
Walker, Mrs. F. A., Boston,	2.00
Walker, Mrs. Nathaniel, Boston,	2.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walley, Mrs. W. P., Boston,	1.00
Ward, Mrs. Henry V., Boston,	5.00
Ware, Mrs. Charles E., Boston,	25.00
Ware, Miss C. L., Cambridge,	5.00
Warren, Miss Annie C., Boston,	1.00
Warren, Mrs. Frederick R., Boston.	5.00
Warren, Mrs. J. S., Boston,	5.00
Watson, Mrs. F. S., Boston,	5.00
Webb, Mrs. S. P., Brookline,	1.00
Webster, Mrs. F. G., Boston,	5.00
Weeks, Mrs. A. G., Boston,	2.00
Weld, Mrs. R. H., Boston,	5.00
Weld, Mrs. William F., Boston,	20.00
Weld, Mrs. William F., Boston,	50.00
<i>Amount carried forward,</i>	\$.00
	\$2,232.50

<i>Amount brought forward,</i>	\$2,232.50
Wesselhoeft, Mrs. M., Boston,	3.00
Wesselhoeft, Mrs. William P., Boston,	5.00
Wheelock, Mrs. A. A., Boston,	5.00
Wheelright, Mrs. J. W., Boston,	5.00
Wheelright, The Misses, Boston,	2.00
White, Mrs. C. G., Boston,	1.00
White, Mrs. and the Misses, Boston,	3.00
Whiting, Mrs. Irving O., Boston,	5.00
Whitney, Mrs. H. A., Boston,	5.00
Whitwell, Mrs. F. A., Boston,	5.00
Wigglesworth, Miss Anna C., Boston,	1.00
Willard, Mrs. E. G., Boston,	1.00
Williams, Mrs. H., Boston,	25.00
Williams, Mrs. Jeremiah, Boston,	1.00
Williams, Mrs. T. B., Boston,	5.00
Wilson, Mrs. C. P., Boston,	5.00
Wilson, Mrs. W. P., Boston,	2.00
Winslow, Miss H. M., Jamaica Plain,	1.00
Winsor, Mrs. Ernest, Chestnut Hill,	35.00
Wolcott, Mrs. Roger, Boston,	5.00
Woodbury, Mrs. J. P., Boston,	5.00
Woodworth, Mrs. A. S., Boston,	10.00
Wright, Mrs. George W., Boston,	1.00
Wright, Miss, Boston,	1.00
Wright, Miss M. A., Boston,	5.00
Wright, Miss M. E., Boston,	5.00
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	\$2,379.50

## CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Mrs. F. E., Cambridge, . . . . .	\$2.00
Abbott, Mrs. Martha T., Cambridge, . . . . .	25.00
A friend, . . . . .	5.00
A friend in New York, . . . . .	4.00
Ames, Mrs. James B., Cambridge, . . . . .	5.00
Bartlett, Mrs. John, Cambridge, . . . . .	30.00
Batchelder, Mrs. J. M., Cambridge, . . . . .	1.00
Beard, Mrs. Edward L., Cambridge, . . . . .	1.00
Bemis, Mrs. Lucy C., Cambridge, . . . . .	10.00
Bradford, Mrs. J. Russell, Cambridge, . . . . .	10.00
Brooks, Miss Martha, Cambridge, . . . . .	5.00
Cary, The Misses, Cambridge, . . . . .	5.00
Chapman, Mrs. Lucy, Cambridge, . . . . .	2.00
Child, Miss H. M., Cambridge, . . . . .	2.00
Cooke, Mrs. J. P., Cambridge, . . . . .	5.00
Deane, Mrs. Charles, Cambridge, . . . . .	2.00
Dodge, Mrs. Lucy L., Cambridge, . . . . .	10.00
Dodge, Mrs. S. B., Cambridge, . . . . .	1.00
Eustis, Mrs. Frank, Cambridge, . . . . .	1.00
Fiske, Mrs. James C., Cambridge, . . . . .	5.00
Foote, Mrs. G. L., Cambridge, . . . . .	5.00
Foote, Miss Mary B., Cambridge, . . . . .	5.00
Foster, Mrs. Francis C., Cambridge, . . . . .	100.00
Gannett, Mrs. Theo. B., Cambridge, . . . . .	10.00
Goodale, Mrs. George, Cambridge, . . . . .	1.00
Goodwin, Miss A. M., Cambridge, . . . . .	5.00
Goodwin, Mrs. Hersey, Cambridge, . . . . .	3.00
Goodwin, Mrs. W. W., Cambridge, . . . . .	10.00
Greene, Mrs. Copley, Cambridge, . . . . .	5.00
Greenleaf, Mrs. James, Cambridge, . . . . .	100.00
Greenough, Mrs. Henry, Cambridge, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<hr/> \$376.00

<i>Amount brought forward,</i>	\$376.00
Harris, Miss Charlotte M., Cambridge, . . . . .	1.00
Hedge, Miss Charlotte, Cambridge, . . . . .	3.00
Henchman, Miss A. P., Cambridge, . . . . .	5.00
Hooper, Mr. E. W., Cambridge, . . . . .	25.00
Jones, Mrs. L. S., Cambridge, . . . . .	1.00
Lawrence, Mrs. William, Cambridge, . . . . .	5.00
Mackay, Miss F. M., Cambridge, . . . . .	5.00
McKean, Mrs. H. S., Cambridge, . . . . .	1.00
Nichols, Mrs. John, Cambridge, . . . . .	2.00
Norton, The Misses, Cambridge, . . . . .	2.00
Page, Miss Abby S., Cambridge, . . . . .	1.00
Page, Mr. Samuel, Cambridge, . . . . .	1.00
Page, Miss Sarah H., Cambridge, . . . . .	1.00
Paine, Miss J., Cambridge, . . . . .	2.00
Palfrey, Mrs., Cambridge, . . . . .	1.00
Peabody, Miss, Cambridge, . . . . .	2.00
Putnam, Mrs. George, Cambridge, . . . . .	5.00
Richards, Mrs. R. A., Cambridge, . . . . .	1.00
Riddle, Miss, Cambridge, . . . . .	1.00
Scudder, Mr. H. S., Cambridge, . . . . .	1.00
Smith, Mrs. Horatio, Cambridge, . . . . .	2.00
Spelman, Mrs. J. M., Cambridge, . . . . .	1.00
Stone, Mrs. J. S., Cambridge, . . . . .	5.00
Swan, Mrs. S. H., Cambridge, . . . . .	3.00
Thayer, Mrs., Cambridge, . . . . .	1.00
Thayer, Mrs. J. H., Cambridge, . . . . .	2.00
Thornton, Mrs. Annie C., Magnolia, . . . . .	3.00
White, Mrs. Gardiner, Cambridge, . . . . .	5.00
Whitman, Mrs. Ephraim P., Cambridge, . . . . .	5.00
Whitney, Mr. A. A., Cambridge, . . . . .	1.00
Whittemore, Mrs. G. W., Cambridge, . . . . .	1.00
Willson, Miss Annie B., Cambridge, . . . . .	5.00
	<hr/> \$476.00

## DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Atherton, Mrs. Samuel, Dorchester, . . . . .	\$1.00
Austin, Mrs. William R., Dorchester, . . . . .	2.00
Bartlett, Mrs. S. E., Boston, . . . . .	1.00
Bates, Mrs. George C., Dorchester, . . . . .	1.00
Bean, Mrs. J. Henry, Dorchester, . . . . .	1.00
Bockus, Mrs., Dorchester, . . . . .	1.00
Bradford, Mrs. Martin L., Dorchester, . . . . .	2.00
Bradford, The Misses, Dorchester, . . . . .	2.00
Brigham, Mrs. Frank E., Dorchester, . . . . .	1.00
Burdett, Mrs. Charles A., Dorchester, . . . . .	1.00
Burt, Mr. Edward N., Dorchester, . . . . .	1.00
Callender, Mrs. Henry, Dorchester, . . . . .	1.00
Callender, Miss, Dorchester, . . . . .	1.00
Carruth, Mrs. Nathan, Ashmont, . . . . .	1.00
Clark, Mrs. W. R., Jr., Dorchester, . . . . .	1.00
Davis, Miss Katherine F., Dorchester, . . . . .	1.00
Dickinson, Mrs. Martha L., Dorchester, . . . . .	1.00
Dillaway, Mrs. C. O. L., Dorchester, . . . . .	1.00
Dolan, Miss, Dorchester, . . . . .	1.00
Downer, Mrs. Samuel, Dorchester, . . . . .	5.00
Eddy, Mrs. Otis, Dorchester, . . . . .	1.00
Eliot, Mrs. Christopher R., Dorchester, . . . . .	1.00
Estabrooks, Miss, Ashmont, . . . . .	1.00
Everett, Mrs. William B., Dorchester, . . . . .	1.00
Fay, Mrs., Dorchester, . . . . .	1.00
Hawkes, Mrs. S. L., Mattapan, . . . . .	1.00
Hearsay, Mrs., Dorchester, . . . . .	1.00
Hearsay, Miss Sarah E., Dorchester, . . . . .	1.00
Howland, Mrs. H. T., Dorchester, . . . . .	5.00
King, Miss S. Frank, Dorchester, . . . . .	1.00
Lee, Mrs. L. M., Dorchester, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	\$42.00

<i>Amount brought forward,</i>	\$42.00
Martin, Mrs. A. P., Mattapan,	1.00
Nash, Mrs. Edward, Dorchester,	1.00
Nichols, Mrs. S. W., Dorchester,	5.00
Noyes, Miss Mary E., Dorchester,	1.00
Orcutt, Mrs. Hiram, Dorchester,	1.00
Peabody, Mrs. Charles K., Dorchester,	1.00
Phillips, Mrs. John G., Dorchester,	1.00
Pierce, Mrs. S. S., Boston,	1.00
Pierce, Miss, Boston,	1.00
Pratt, Mrs. Laban, Dorchester,	1.00
Rankin, Mrs. James, Dorchester,	1.00
Rhodes, Mrs. T. Munroe, Dorchester,	1.00
Ruggles, Mrs. Frederick, Ashmont,	1.00
Ruggles, Miss, Ashmont,	1.00
Sayward, Mrs. C. A., Dorchester,	2.00
Schlotterbeck, Frau, Dorchester,	1.00
Sewall, Mrs. George P., Dorchester,	1.00
Shurtleff, Mrs., Dorchester,	1.00
Stearns, Master Albert H., Dorchester,	1.00
Stearns, Master Henry Dexter, Dorchester,	1.00
Stearns, Master Maynard, Dorchester,	1.00
Streeter, Mrs. C. H., Dorchester,	1.00
Swan, Miss M. E., Dorchester,	1.00
Sweetser, Mrs. M. F., Dorchester,	1.00
Thacher, Mrs. Charles A., Dorchester,	2.00
Torrey, Mrs. Elbridge, Dorchester,	10.00
Vinson, Miss M. Adelaide, Dorchester,	1.00
Whitten, Mrs. Elizabeth S., Dorchester,	1.00
Willard, Miss, Dorchester,	1.00
Wood, Mrs. Frank, Dorchester,	5.00
Wood, Mrs. W. A., Dorchester,	1.00
Woodberry, Miss, Dorchester,	1.00
Woodman, Mrs. George, Dorchester,	1.00
	<hr/> \$94.00

## MILTON BRANCH.

Through Mrs. M. V. PIERCE.

Baldwin, Miss A. W., Milton,	\$1.00
Barnard, Mrs. J. M., Milton,	1.00
Barry, Mrs. Martha, Milton,	1.00
Beck, Mrs. Gideon, Milton,	1.00
Breck, Mrs. C. E. C., Milton,	1.00
Brewer, Mrs. Joseph, Milton,	1.00
Briggs, Miss S. E., Milton,	1.00
Brooks, Mrs. Edward, Hyde Park,	1.00
Channing, Miss, Milton,	1.00
Clark, Mrs. D. O., East Milton,	2.00
Clum, Mrs. A. B., Milton,	1.00
Cunningham, Mrs. C., East Milton,	1.00
Denny, Mrs. Daniel, Readville,	5.00
Dow, Miss J. F., Milton,	2.00
Dow, Miss L. A., Milton,	2.00
Emerson, Mrs. W. R., Milton,	1.00
Field, Mrs. E. E. V., Milton,	1.00
Forbes, Mrs. J. Murray, Milton,	5.00
Gilbert, Mrs. H. J., Milton,	1.00
Glover, Mrs. R. T., Milton,	1.00
Gray, Mrs. William, Milton,	2.00
Greene, Mrs. J. S., Milton,	1.00
Hicks, Miss Emma, Milton,	1.00
Hinckley, Miss M., Mattapan,	1.00
Hollingsworth, Mrs. Amos, Mattapan,	2.00
Hollingsworth, Mrs. P. R., Mattapan,	5.00
Jaques, Mrs. Francis, Milton,	2.00
Jaques, Miss H. L., Milton,	2.00
Ladd, Mrs. William J., Milton,	2.00
Morse, Mrs. S., Milton,	1.00
Morton, Miss S. B., Milton,	1.00
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Amount carried forward,	\$51.00

<i>Amount brought forward,</i>	\$51.00
Payson, Mrs., East Milton,	1.00
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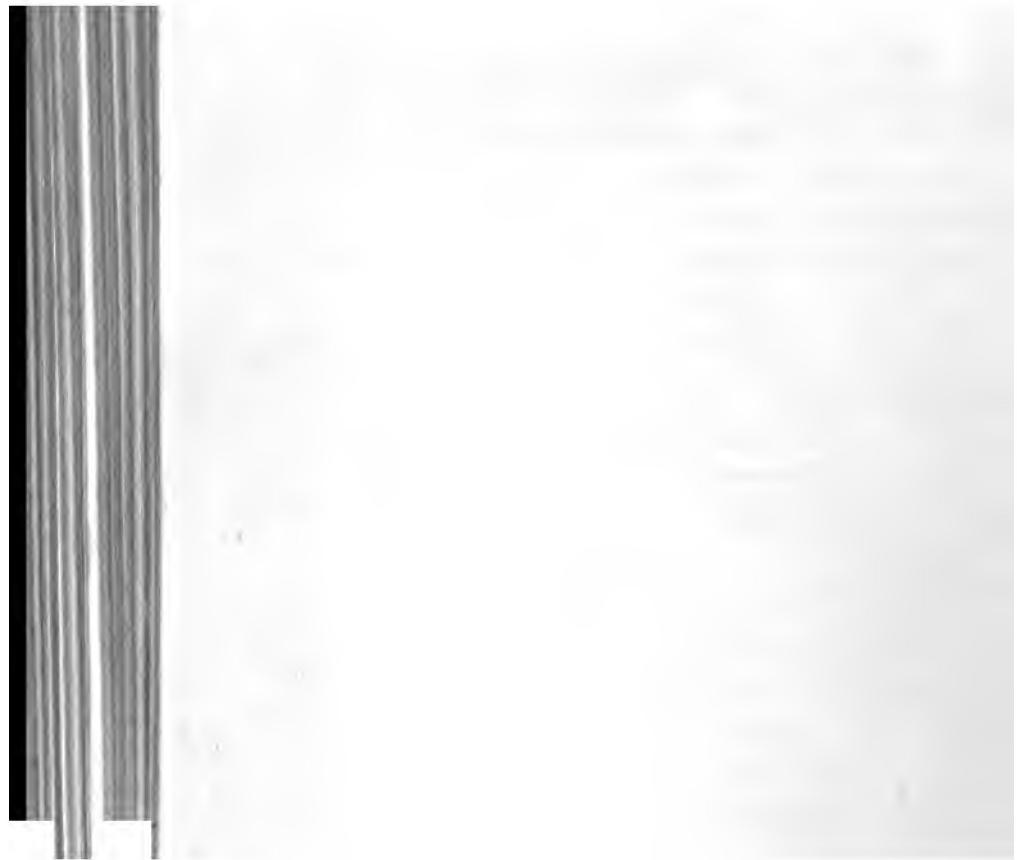
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